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ABSTRACT

The Union for Experimenting Colleges and Universities (UECU) was developed as an alternative form of postsecondary education, fostering the development of university without walls programs at a number of institutions and initiating its own undergraduate and graduate degree programs. Its commitment is to personalized, self-directed, lifelong learning. The present self-study was initiated in 1976, and the report discusses the UECU in transition, the UECU constituency, the learner and the learning process, supporting components (administration, faculty resources, governance, financial resources, and quality assurance system), and plans for the future. (MSE)

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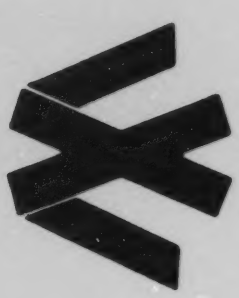

Union for Experimenting Colleges and Universities

SELF STUDY IN PROGRESS REPORT

DECEMBER, 1977

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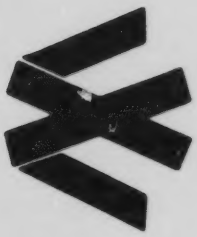

Union for
Experimenting
Colleges and
Universities

SELF STUDY IN PROGRESS REPORT

DECEMBER, 1977

UECU
2331 Victory Parkway
Cincinnati, Ohio 45206

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FORWARD

Like any learner who comes into significant contact with the UECU, I see my experience in producing this Self Study Progress Report which follows as involving important illuminations for me in both the intellectual and the personal spheres. The challenge of writing this statement came at a point in my life when I had recently emerged from six years of attempting innovations within a traditional university environment. I then spent over two years immersed in the reality of practical experience with the UECU, creating and directing a Center of the Union Graduate School, and learning lessons about alternative learning processes which were impossible to come by in my earlier tinkerings with a traditional program. As the leader of the self-study process, I for the first time was able to participate in an intensive self-examination of what the theory and practice of alternative education were truly about, and to do so in the company of many people who had also devoted years of their lives and much of their energy to making this alternative educational system work. This self-study process has been the best next step in my own educational development and through the writing I have come to view educational philosophy for the first time from a truly inductive point of view, rethinking and reexperiencing how people in fact do learn. Only now do I begin to comprehend the potential for the kind of learning processes of which UECU is one manifestation.

The many learners, faculty, staff, and friends who participated throughout this process with me are, of course, innumerable, and I thank each one of them, not only for making my writing task easier, but for contributing to an experience which was for me extremely enriching. I want to extend particular thanks to the members of the various task forces, who took their work most seriously, and therefore engaged in discussions which addressed essential issues and facilitated the decision-making which accompanied the self-study process. I want to thank King Cheek, because the important institutional changes described in this self study report were realized due to his willingness to embrace change as a necessary corollary to an institutional self-analysis as comprehensive as this one was. Roy Fairfield not only did yeoman work for the self study, but was enthusiastic about it and searched with determination for effective ways to communicate the essence of the UECU learning process, and for those contributions and others I am very grateful. David Morris, a learner in the UGS program, provided a thorough grasp of UECU history, recently published as the *UECU Report*, upon which I could draw, relieving me of the necessity of reinventing that wheel. Pauline Tesler offered editorial assistance at critical junctures in the analysis and writing of the self-study. And finally, Wayne Payne, another UGS learner, was the essential person who cheerfully put forth the unreasonable efforts required to produce the physical document which follows. I thank all for sharing in the labors.

Ben Davis

San Francisco, 1977

INTRODUCTION

IMPACT OF THE ON-GOING SELF-STUDY PROCESS

Since its earliest beginnings, the Union for Experimenting Colleges and Universities (UECU) has been primarily concerned with its survival as a new, post-secondary alternative in terms of its place on the higher education continuium. It has fostered the development of university without walls programs at a number of participating colleges and universities as well as initiating its own undergraduate and graduate degree programs. The Union's commitment to personalized, self-directed, life-long learning is continually reaffirmed as it strives for clarity.

Until the self study process began two years ago, the UECU only undertook scattered and superficial self examinations. We are completing a major developmental phase with the establishment of the UECU as a degree-granting institution.As we prepare for our next evolutionary stage, this on-going self study requires us to look at ourselves comprehensively and measure ourselves against our stated mission.

Early into the self-study process, most of the people involved realized that a transformative evaluation of the UECU would be required in order to bring together stated goals and actual practice. A transformative evaluation strikes at our very nature as an institution, the functions we perform, and the processes we follow to accomplish our mission. Our self-reflections and analyses lead to clarity, mandate decisions, and through our actions, the transformation became evident. Until this type of analysis became a high institutional priority, the energies and concerns of the Union personnel were directed more toward non-reflective working relationships with the varied and numerous groups interacting with it, and the exploration and initiation of new degree program activities. Since the appointment of the three self-study task forces, no new program developments have been initiated, and those under consideration were placed in moratorium. Those seeking new membership in the Consortium were held off pending the results of a thorough review of the UECU's mission. This review preceded all self-study efforts. In these ways, the stage was set for the transformative experience which the self-study process initiated and which still continues today.

Transformation in an institution like the UECU is no easier than in most other colleges or universities. Despite its youth, compared to most post-secondary institutions, the Union has its fair share of "givens," represented by a recognizable decision-making style, and ongoing commitments to particular persons and programs. No real transformation is possible until prior decisions had been re-examined and their relative merits reassessed. That process, a painful one, has resulted in cluster of new decisions and different policies.

Most important, the basic UECU learning processes at the undergraduate level and graduate level have been strengthened considerably. A better balance has been struck between the three major facets of the UECU – as a Consortium, a degree granting institution, and part of the alternative education movement in higher education. Forward-looking personnel policies have been developed and adopted. These policies recognize the risk-taking character of the Union, while being supportive of those who join with it. The organization, governance and decision-making modes have each received attention and, while not yet fully developed or operational, we are concentrating on bringing these institutional dimensions into a working system. The Union is improving upon its capability to assess current programs and undertake careful expansion.

While the major decision-makers in the Union have been involved in all the significant transformations to date, much remains to be done to extend these transformations into the UECU sites across the nation. The self-study process brought the entire institution into an awareness of how interdependent each part is on the other. It reaffirmed and clarified much of what UECU stands for as an institution promoting major change in post-secondary education. Most important of all, we have begun to build a truly learner-centered program, which can be shared with those colleges and universities seeking to serve the constituencies which brought the Union into being and sustain it today.

Throughout the self-study process we have been mindful of the following major issues confronting the UECU: defining our learning processes clearly; defining the unique charac-

teristics of our constituency (our learners and graduates); building academically viable programs; sustaining a financially sound degree-granting institution; maintaining our internal capability for continued overall development and refinement of our learning processes; and insuring that the programs we develop reflect a real contribution to society's needs. This self-study focuses on these very difficult issues and we are still struggling with problem-definition and exploring possible solutions. The end result is a self-study that reflects an institution with differential strengths and weaknesses.

We have concentrated, for example, more on the Union's mission and the Graduate School than on the undergraduate University Without Walls programs. The UWW system has been visited extensively by state and regional accrediting officers, and each UWW unit is prepared to present more of its program at the time of the forthcoming visits. The overall UECU design and activities and the Graduate School are presented more fully because they are extensive, more controversial, and require more explanation and analysis.

In summary, this self-study report covers all the characteristics of the Union, some more comprehensively than others, and some in greater depth than others. We have tried to ask ourselves all the appropriate questions, and have come up with answers for some, but not for others.

The Union is a very unusual institution, and its very existence raises issues, some new and some old, for all of higher education. Some of the ideas embodied in our degree processes strike at the very heart of how people learn. At the same time, the building of an institution with a consortium base places us near the edge of the great diversity of American higher education – and we alone cannot even address all the important issues we raise, since our capacities and resources are limited.

THE UECU SELF-STUDY PROCESS

The Union self-study began in January 1976 when the Union Graduate School (UGS) Self-Study Committee was appointed. During the winter and spring, the study group began with the examination of the basic learning processes at the graduate level and the design of survey instruments to gather data from graduates, persons currently enrolled, core faculty, adjunct professors, and persons who had dropped out of the program.

By July the self-study effort was reorganized into three task forces: one for the UECU; one for UWW; and one for UGS. These task forces met approximately bi-monthly with various assigned tasks to be accomplished between meetings. Each task force included persons associated with all programs of the Union. (see page 5) The UECU Task Force served as the overall steering committee for the self-study, reviewing and acting upon recommendations from the UWW and UGS Task Forces, as well as engaging in its own study of overall Union characteristics. All task force meetings were open and minutes of each were circulated widely throughout the process. Consequently, we have invested much time and energy and about $70,000 in this activity.

As issues were addressed, and changes made, the implementation of the changes became a matter of record. For example, when the UGS Task Force decided to extend the minimum time in the program from one year to eighteen months, the decision went into effect immediately, and all persons admitted after that date (May 9, 1977) were informed of the change in policy. In this way the Union invested in the on-going self-study process major decision-making responsibilities for program review, change and implementation.

This self-study report describes the total Union and it is the statement of current mission and program operation. It has required some UECU units to make major modifications in practice. The self-study itself represents compromises made to accomodate particular circumstances, but it contains all the "irreducibles" in terms of UECU expectations and requirements related to the award of the baccalaureate and doctorate degrees.

ORGANIZATION OF THE SELF-STUDY REPORT

This report is orgnized in the following major sections:

Introduction

Chapter I: The UECU in Transformation

II: The UECU Constituency

III: The Learner and the Learning Process

Part A: The UWW Learning Process

Part B: The Union Graduate School

IV: Supporting Components

Part A: Administration

Part B: Faculty Resources

Part D: Governance

Part E: Financial Resources

Part F: Quality Assurance System

V: Plans for the Future

This format was chosen for a variety of reasons. The Union continues to emphasize the importance of both the constituency it serves and the learning processes it has evolved over the years to educate them. We are a new force in higher education, and the importance of presenting ourselves clearly to our peers requires us to use a format that communicates our priorities and our processes. Many persons beyond the scope of those directly involved with the self-study or the Union's effort to acheive regional accreditation are interested in the UECU – partly because it is based upon a consortium, and partly because is is attempting to influence significantly the future shape of higher education. This report is designed to inform those who have supported and encouraged us from the beginning as well as to speak to those who may be skeptical of the design and practice of the Union. In other words, we understand and accept the reality that the burden of proof is on us to demonstrate that our mission is valid and that our methods of achieving our goals work reasonably well.

As an applicant for membership in the North Central Association's Commission on Institutions of Higher Education, we keep the following five questions as the criteria for membership in the forefront of our process:

A. Is UECU's mission clear and appropriate for an institution of higher education?

B. Does the UECU possess the available resources to carry out its mission?

C. Is the UECU organized and staffed to meet its institutional objectives?

D. Is the UECU fulfilling its mission adequately?

E. Is there reason to believe that the UECU will continue to carry out its mission?

We fully realize we are still pursuing our goals, refining our conceptions and improving our practice. We always will be. But this self-study report is our latest version of our dream and our reality.

SELF-STUDY TASK FORCES

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Nedore Assaf, UECU–STAFF
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Dori Shannon, UGS–GWI
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Ted Hallenbeck, UECU–STAFF
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Dori Shannon, UGS–GWI
Delyte Frost, UGS–ONE Learner
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Emily Feistritzer, UGS–ONE
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Darrell Icenogle, UWW/UC–San Diego
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Carlos Esqueda, UWW/UCLI
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Lee Hampton, UWW/New Orleans
Argentine Craig, URLC
Fred Baker/Gene Ouellette,
UWW/Micronesia
Dori Shannon, UGS–GWI
Ben Davis, UGS–WEST
Ted Hallenbeck, UECU–Staff
(Recording Secretary)

Chapter I

THE UECU IN TRANSFORMATION

UECU: AN INTERACTIVE NETWORK

The array of institutions and people involved with the Union numbers in the thousands: more than a thousand persons have already received an undergraduate or graduate degree, almost two thousand are currently pursuing their degrees, about two thousand persons have already served in a teaching role with a learner as an adjunct professor or as a community faculty member. There are several thousands more who have received their baccalaureate degrees from a present or former consortium member. In addition to extensive degree-related activities, the Union has in its first decade touched the lives of many more persons through conferences, members of reviewing panels, consultants, and in the development of new organizations.

The result of all this activity is that there exists a vast network of individuals, organizations, groups, institutions which are, were, and will be involved in some way with the Union. This type of interaction has been described this way:

> *A network is a set of elements related to one another through multiple interconnections. The metaphor of the net suggests a special kind of interconnectedness, one depended on nodes in which several connecting strands meet. There is the suggestion both of each element being connected to every other, and of elements connecting through one another rather than to each other through a center . . .*
>
> *–Donald Schon–*
> *BEYOND THE STABLE STATE*

The network is extensive; it is activated at different times in different places. For example, a college may be deeply involved with the UECU in establishing its University Without Walls program and then withdraw to a more inactive status when this phase of interaction is completed. Or, a person may serve as an adjunct professor with a UGS learner for two years and then not be actively involved with the Union until another learner chooses to work with the person again. Therefore, the network upon which the Union is built is always in a state of readiness to be engaged. Given UECU priorities, energies and resources, however, only part of the network will be activated at any single point in time.

The definition of the UECU is, then: an interactive union based upon an extensive network of persons, groups, organizations and institutions representing a wide array of human and material resources. In describing ourselves as interactive, we signify our stress upon interdependence in relationships, not dependence or independence. Segments of this network are always in motion and it is at those places and in those times that the Union manifests itself most clearly, e.g., helping a new institution develop its own program, assisting a UWW learner design a degree plan, or sponsoring a conference on networking.

While not all facets of the network can be interacting with the Union simultaneously, we do attempt to keep all informed of our current activities through publications like *DELIVERY*, our new newspaper. We are continually on the lookout for persons, colleges, or organizations – those who share our goals and wish to interact with us – to join with us.

BACKGROUND STATEMENT

The recent *UECU Report* is a comprehensive historical statement which reveals the early beginnings and chronicles all major developments. The *Report* is a companion piece to this self study in progress statement.

The *UECU Report* describes how ten liberal arts college presidents came together in 1964 to form the Union for Research and Experimentation in Higher Education. All leaders in experimental education, this group, under the leadership of President Royce S. Pitkin of Godard College, selected Dr. Sam Baskin of Antioch College as its first president. Project Changeover, funded by the Kettering Foundation, enabled the Union to bring together faculty members from various colleges and universities. Primarily as a result of their thinking and discussion, which took place at a series of meetings between 1967 and 1969, the University Without Walls and Union Graduate School were conceptualized and explored as fruitful ideas worthy of implementation.

In 1969, several additional colleges and universities joined the Union and in April, 1970 its name was changed to the Union for Experimenting Colleges and Universities. The Union was then chartered as a degree-granting institution in the State of Ohio and in May, 1971 received authority from the Ohio Board of Regents to grant the baccalaureate and doctoral degrees. The Union Graduate School was established first, followed by the University Without Walls undergraduate program. Both the UWW program (1972) and UGS (1974) were granted Candidate for Membership Status in the North Central Association following extensive reviews. As the Union evolved as a degree granting institution, a new effort was made to clarify its mission, through the appointment of a Commission on Mission and Membership.

MISSION STATEMENT

After the UECU Commission had reviewed and analyzed the overall guiding principles and accomplishments of the enterprise, it set forth its statement of new goals, which relate to past activities, provide the most important measures for assessing present activities and chart our future course in unexplored areas of activity. The Commission on Mission and Membership's final report was approved in April, 1976 and provides the backdrop for resolving issues raised in the self-study process.

The UECU is organized both as a consortium and as a degree-granting institution. Its primary mission is to serve as a catalyst and as a crucible for creative change in higher education.

The Union recognizes that American higher education reflects, as always, the issues inherent in our present society. We believe these needs and aspirations are expressed on the individual, institutional and societal levels.

At the individual level, the search is for

new ways to enrich our lives and realize our potentials;

new roles and responsibilities in our personal lives and our communities.

At the college and university level, the emphasis is upon

new ways to learn and to earn undergraduate and graduate degrees;

new approaches to teaching and learning;

new organizational arrangements for the delivery of educational services;

new approaches to financing educational services;

new populations to be served through new learning processes.

And at the societal level, the challenge is to design

new approaches to the solution of its critical problems;

new methods of organization to deliver a variety of services to a diversity of persons

new ways to prepare persons to cope adequately and maintain their individuality amid the complex and rapidly changing environment in which we live.

In light of these issues, the Union has committed its energies and resources toward the following objectives:

(1) To develop new learning methodologies and resources;

(2) To develop prototypal innovative programs and institutions;

(3) To develop programs for constituency previously denied access to higher education;

(4) To encourage the development of effective change agents in post-secondary education;

(5) To assess the effectiveness of new educational models;

(6) To disseminate information about these models to the higher education community;

(7) To explore relationships with international efforts in innovation in higher education;

(8) To encourage personalized, humane educational programs;

(9) To assist consortium member institutions in effecting new ideas and program innovations within their own settings;

(10) To influence social policy and legislation critical to the development and maintenance of alternative educational models; and

(11) To build the most powerful educational coalition possible to promote positive change.

These objectives concern the Union both as a consortium and as a degree-granting institution as it seeks to fulfill its primary mission of promoting creative change in higher education. It attempts to fulfill this mission and these objectives through a variety of functions:

As a consortium, UECU

- –promotes learner-centered, personalized, community-based experiential educational approaches;
- –supports creative change within its membership;
- –facilitates and supports new educational enterprises and programs addressed to meet the needs of previously disenfranchised persons;
- –provides a meeting ground for a wide variety of persons, institutions, and agencies with compatible values and purposes;
- –provides a network exchanging information and resources;
- –encourages methods of solving problems, and
- –influences public policy, consistent with its mission and purposes.

As a degree-granting institution, the UECU

- –provides learner-centered, personalized, experiential, community-based education at the undergraduate and graduate levels to individual learners;
- –provides support services and degree-granting capabilities to affiliated groups whose purposes, methodologies and policies are consistent with those of UECU;
- –establishes policies and procedures to insure the quality of its affiliated programs;
- –facilitates and/or coordinates cooperative projects among its affiliate and associate members;
- –coordinates evaluation, research, and accreditation activities among its affiliates;
- –gathers, publishes and disseminates information about its programs and projects; and
- –assists new innovative educational enterprises in their own development.

As a part of a movement, UECU

- –exchanges information with other alternative, non-traditional post-secondary education efforts;
- –participates in those national and/or international efforts to promote and facilitate the growth and development of alternative, non-traditional education;
- –shares its ideas and resources with the vast "invisible network" of persons in a variety of institutions and agencies seeking to promote the enrichment and humaneness of life.

UECU MEMBERSHIP CATEGORIES

The UECU has devised different categories of membership as the means of implementing its overall mission and objectives. The categories are: (1) membership in the sustaining Consortium, (2) UECU Centers, (3) UECU Affiliates, (4) UECU Associates, and (5) individual memberships.

CONSORTIUM MEMBERSHIP consists of twenty-two (22) colleges and universities, both public and private, large and small, and four organizations which are not-for-profit, non-degree-granting organizations actively involved in post-secondary educational activities. With

selected explanatory statements where needed, the Consortium members for the current year are:

(1) University of Alabama, New College, University, Alabama;
The New College is an undergraduate division of the University of Alabama which awards the Bachelor of Arts and Bachelor of Science degrees. Learners are given greater flexibility in using the diverse scholarship resources of the University to design undergraduate programs to meet their individual needs. A major part of the New College is an External Degree Program for older adults.

(2) Antioch College, Yellow Springs, Ohio;

(3) Community College of Baltimore, Baltimore, Maryland;
A two-year co-educational, non-boarding, public junior college, offering day, evening summer programs, granting the Associate in Arts degree. It has been involved with the UWW program through its cooperative relationship with the Urban Regional Learning Center in Baltimore.

(4) Universidad Boricua, Washington, D.C.;
Universidad Boricua is an individualized college program that is bilingual and bicultural in perspective and accessible to the Latin community. Its commitment is to strengthen Boricua and Latin American culture through a bi-lingual approach to all learning activities and through offering special courses of instruction in Puerto Rican and Latin American history, art, and culture.

(5) Universidad de Campesinos Libres, Inc., Fresno, California;
A private, alternative post-secondary institution serving the campesino (farmworker) communities in the nine counties that comprise the San Joaquin Valley in California.

(6) Canadian School of Management, Northland Open University, Toronto, Canada;
A non-profit, educational institution, the only non-traditional higher education program in Canada, offering a mix of credit for prior learning, seminars, tutorials, formal classes, supervised internship; independent study and senior thesis development. It relies on administrative and academic resources of the Ryerson Polytechnical Institute in Toronto. Planned bacalaureate focus will be in areas of hospital administration, real estate, personnel administration and industrial relations with the opening planned in September 1977.

(7) Chicago State University, Chicago, Illinois;
A multi-ethnic, commuter institution on the city's far south side. In recent years, the University has become increasingly oriented to problems of the urban environment and the needs of older learners.

(8) Flaming Rainbow University, Tahlequah, Oklahoma;
An alternative bachelor's degree program for the economically and educationally disadvantaged American Indian population of Northeastern Oklahoma. Its staff is experienced in dealing with cultural plurality, and concentrated efforts are made to accomodate the system to the learners rather than the learner to the system.

(9) Florida International University, Miami, Florida;
An upper division university (junior, senior, and graduate levels) where a learner may continue a non-traditional educational format, as well as utilize traditional instruction.

(10) Friends World College, Huntington, New York;
An underground college which is wholly experiential, and centrally engaged in world education. Learners are expected to spend two years outside their home culture – one year in each of two other world cultural areas. Study centers, staffed by fulltime faculty, mostly indigenous, are located in Europe, Africa, South Asia, East Asia, Latin America and North America.

(11) Goddard College, Plainfield, Vermont;

(12) Edwin Gould Outdoor Education Centers, Brewster and Spring Valley, New York;
A non-profit corporation offering educational and residential services for children and adults, including: Green Chimneys Farm Center, a working farm and residential facility for 150 low income, minority children from the New York City area; Hillside Outdoor Education Center, short-term out-door education for children and adults with residential facilities for conferences and retreats; Lakeside Outdoor Education Center, a nature center for community groups and state-sponsored free school for teenagers;

(13) Governors State University, Park Forest South, Illinois;
An undergraduate and master's degree level university, characterized by an individualized experiential approach, this program combines a competency-based liberal arts core with a major area of specialization.

(14) Hispanic International University, Houston, Texas;
An institution established in 1970 by community leaders seeking to serve Mexican-Americans, as well as new groups of learners, such as the physically handicapped. HIU is particularly concerned that its learners achieve access to the graduate school and or the professional employment of their choice. A major effort has been made to work with leaders from colleges and universities in Houston, and with professionals in business, government, health service, and social service agencies, in order to attain this objective.

(15) Hofstra University, Hempstead, New York;

(16) Loretto Heights College, Denver, Colorado;

(17) Martin Center, Inc., Indianapolis, Indiana:
A non-profit institution founded in 1964 to decrease sexism and racism. Its programs include: Ethnotherapy – individual and group psychotherapy with focus on sexual and racial discriminatory feelings and attitudes; Affirmative Action Program, which provides consultant services to industrial employees, supervisors and management in the creation and evaluation of corporate affirmative action programs; Institute of Afro-American Studies, which develops exhibits, lectures, seminars, training programs in Black Studies; Human Relations Consortium – an organization of community-based resources and programs to reduce tensions and fears, associated with implementation of local public school desegregation plan; Indianapolis Sickle Cell Center, which provides education, testing, counseling, medical and social services to persons with Sickle Cell disorders. Martin Center also produces video tapes, television series, radio series, quarterly journal;

(18) University of Massachusetts, Amherst, Massachusetts;

(19) Mercyhurst College, Erie, Pennsylvania;
A four-year, co-educational, residential, undergraduate college founded by the Sisters of Mercy in 1926, with a current enrollment of approximately 1500. The college is divided into divisions and departments which offer an integration of liberal arts and professional studies. It offers a unique, multi-tiered pre-school through college-level program, and extensive special program offerings, including a weekend college, independent study for working adults, College of Older Americans, and an external degree in law-enforcement.

(20) Northeastern Illinois University, Chicago, Illinois;
A public, commuter institution located on Chicago's Northwest side.

(21) Ohio Institute of Practical Politics, Cincinnati, Ohio;
Organized in 1973 as a non-profit corporation, it is committed to leadership training in the practical political process. It provides seminars, lectures, courses, research, internships for dissemination of political information and research data. The Institute political leadership programs are designed to facilitate feelings of self-worth in community workers, precinct and ward leaders, and socially concerned citizens.

(22) University of California Extension San Diego, La Jolla, California;
A self-supporting, public service component of the University of California system in San Diego which has taken systemwide leadership in the development of open-learning systems for adult learners. Its efforts have included courses by Newspaper, a project funded by the National Endowment for the Humanities, and National Media Courses, which combine major media such as television and audio tape with high quality print materials. Both projects involve hundreds of institutions and hundreds of thousands of students.

(23) Shaw University, Raleigh, North Carolina;

(24) Social Policy, New York City, New York;
A non-profit corporation engaging in a variety of educational and media activities designed to facilitate understanding of contemporary and social policy issues. It is commited to the development of social justice and a society free of racism, sexism and social inequality. It publishes *Social Policy* magazine and books in the social policy area,

offers courses at the New School of Social Research, College of New Rochelle, conducts conferences, maintains ongoing seminars and serves as a public forum for discussion and publication of contemporary issues.

(25) University of Wisconsin-Green Bay, Green Bay, Wisconsin;

(26) World University, San Juan, Puerto Rico;
Begun in 1965, the University strives to advance knowledge, understanding, and cultural exchange among people and nations of the world by providing education with an international perspective. Today more than 3500 learners attend either the Hato Rey institute or one of the regional centers at Baymon or Ponce, Puerto Rico, or Miami, Florida. The University is committed to carefully planned, flexible learning of a kind that nurtures both mind and spirit.

During the Commission on Mission and Membership's deliberations there was a moratorium on new members and, with the adoption of new membership procedures in November 1976, the first four non-degree granting organizations were admitted to membership in April, 1977 at the meeting of the Consortium. The new procedures call for agreement with the UECU mission, and move an interested college or organization through a series of steps from initial contact to formal application with a site visit leading to a recommendation, followed by formal action by the UECU Consortium Membership Board. The Union is receptive to interested institutions and affirmatively seeks out new members who can contribute to its goals.

UECU CENTERS are the undergraduate and graduate units offering the UECU degree that are directly operated under the sole jurisdiction of the Union. Personnel at these centers are UECU employees and are responsible to the central officers for program, personnel and fiscal activities.

The UECU undergraduate centers are: UWW/New Orleans, UWW/Ohio, UWW/Providence, and the Urban Regional Learning Center, Baltimore, Md. The UECU graduate centers are: UGS-One, Yellow Springs, Ohio, UGS/Center for Minority Studies, Baltimore, Md., the Goodwin Watson Institute for Research and Program Development, Cinncinati, Ohio, UGS-Leadership in Education, Yellow Springs, Ohio, and UGS-West, San Francisco, CA.

UECU AFFILIATES are separately incorporated institutions which have joined with the Union to engage the UECU learning processes with their unique constituency. There are five undergraduate UECU affiliates: Universidad Boriqua, Universidad de Capesinos Libres, University of California Extension-San Diego, Flaming Rainbow University, and Hispanic International University. Each is joined to UECU through a written affiliation agreement and each follows the criteria set forth in the UECU/UWW learning process.

Presently, there is only one graduate affiliate, the Institute for Policy Studies in Washington, D.C. It offers various opportunities to persons interested in advanced social and political analysis through its activities in the nations's capitol. This relationship is also covered by an affiliation agreement. The affiliate status offers the Union network the opportunity to interact with a broad band of interested groups and organizations.

While there have been many overtures to the Union from numerous organizations and groups interested in affiliation, a moratorium has been in effect on new affiliates during the self-study process. This period has given us time to re-examine existing relationships and to set in place a process for careful consideration of additional affiliates.

UECU ASSOCIATES fall in three categories. First, those colleges and universities that are members of the Consortium and who offer a University Without Walls program but award their own degree, e.g., the University of Wisconsin-Green Bay. The second category is former members of the Consortium, which offer their own degrees to persons successfully completing a UWW program, e.g., the University of Minnesota. And the third category, a new one, is available for those colleges or universities which offer a UWW-type program, or an alternative graduate learning process, but who have not been involved with the Union in earlier times. This new category will enable the Union to interact with and assist others involved in similar work.

INDIVIDUAL MEMBERSHIP is the final category of involvement with the Union. At present time there is one Union group called INTERVERSITAS, a world association of experimenters in post-secondary education located at Northeastern Illinois University. As of December 1977, INTERVERSITAS numbers over 300, more than 200 of whom are residents of the United States

and the rest represent 25 countries outside the United States. INTERVERSITAS is an association for persons in experimental learning programs, many of whom are often isolated geographically. It promotes the exchange of information, facilitates contact among members and promotes sharing of new ideas and approaches to learning.

These colleges, universities, organizations, centers, affiliates, associates and individuals constitute the basis of the UECU. Figure 1 illustrates these categories of membership and Figure 2 displays a partial picture of the present network of institutions and organizations, illustrating its extensiveness and geographical dispersion.

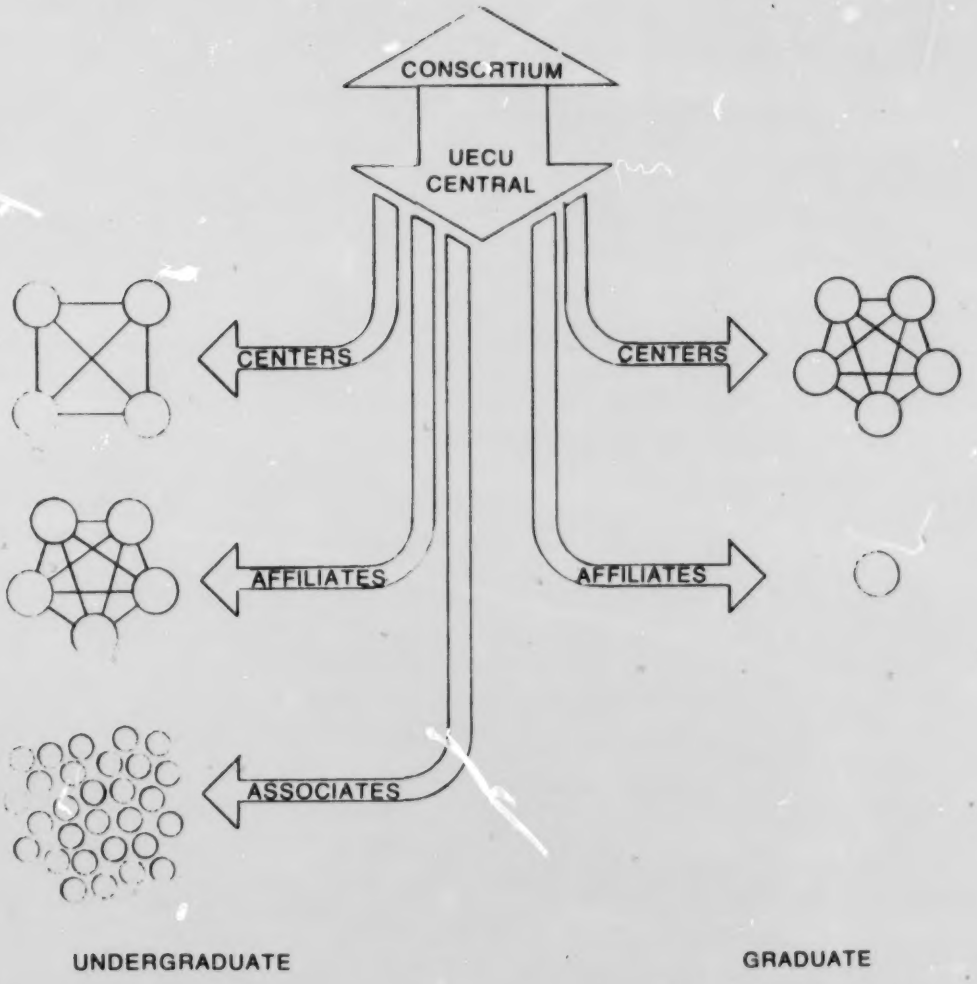


Figure 1. UECU Components

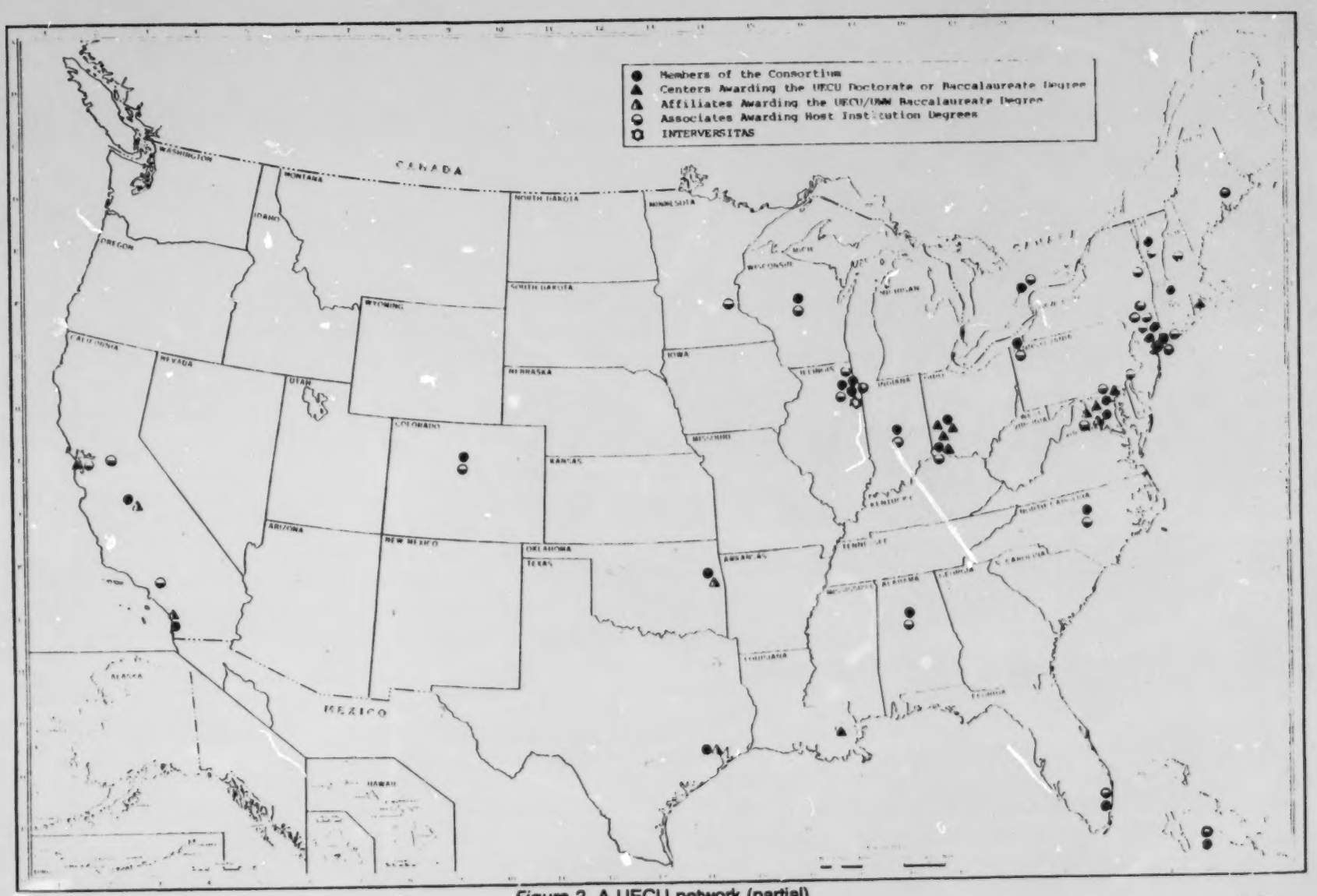


Figure 2. A UECU network (partial)

IMPACT OF UECU AS A CONSORTIUM

UECU's primary mission as a force for major change in higher education has born fruit, although much remains to be accomplished. As part of the self-study process we attempted to determine what the impact of the consortium had been thus far. Many results of the Union's impact are known to only a few and are unrecorded. We have responded to the reality that the late sixties and early seventies were times with different issues from those that affect us in the present. Our own perspective has shifted as well as we gained experience with the learners and our degree processes.

The examples of Consortium impact begin with Project Changeover with its emphasis on faculty development and improvement in teaching involving about 100 faculty members. The basic UECU learning process was outlined as a consequence of this three year program. The impact of the Consortium is reflected in the development of *Change* magazine, a spinoff activity fostered under Union auspicies. The Consortium itself grew from 10 members in 1964 to 18, then to 26 members by 1973. At that time successful efforts were begun by the Union to serve as a "life-line" for emerging institutions, such as Flaming Rainbow, Universidad de Campesinos Libres, and Hispanic Internation University.

The Consortium's direct impact on member colleges, like Antioch/West and Skidmore, is illustrated by their utilizing the UECU learning process and degree to demonstrate the viability of the concepts to their own faculties, which resulted in those colleges assuming full responsibility for the program and granting their own degrees to successful learners.

Consortium members were interviewed and University Without Walls units in other colleges and universities were surveyed to investigate UECU's impact further. UECU did succeed in bringing an excluded and underserved clinetele, which requires a flexible, noncampus-based program, into member institutions through their UWW programs. These programs, which started primarily as appendages to the regular college departments have, by and large, been integrated into the respective college or university as an integral educational component. This integration reflects the growing support of the whole institution: the presence of a University Without Walls program did lead to change, with the UWW program serving as a model for those interested in innovations. The Consortium members, present and past, which carry on the UWW programs, agree that they are providing leadership in (1) designing new learning strategies, or ways of educating people; (2) developing new learning resources; (3) initiating prototypal innovative programs at the college or university; (4) disseminating information about UWW; and (5) lending support and encouragement to the creation of personalized, humane, educational programs.

While the achievements of the UWW programs initiated by Consortium members are noteworthy, the UECU, as an institution, did not fare so well. In the beginning, with funds to allocate for UWW program development, the effectiveness of the Union as a force for change was rated quite high. But beyond the initial phase, the assistance provided to member insitutions was sparse indeed. While the concept and design of the University Without Walls program was powerful and led to acceptance and integration within the Consortium member institutions, the UWW program directors noted over time a lack of follow-through and strong ongoing support from the UECU. In response to these concerns, the newly formed UWW Associates Council has taken steps to build closer communication between the UECU and its constituent programs.

The loyalty of the Consortium members over the years to UECU has been remarkable. For example, member institutions supported the development of the UGS program, even though they were, at best, only peripherally involved. Consortium fees were not low and services rendered were minimal. The persistence of most members to stay with the Union speaks highly of their commitment and patience toward their own creation.

It is true that some members have withdrawn, primarily because they received what they needed from the Union and chose to play a much lesser role in its future. These institutions include the University of Minnesota, The University of the Pacific, and the following colleges: Bard, Franconia, Johnston, Morgon State, Pitzer and Skidmore. Some are remaining in the associate category and some have placed their priorities elsewhere.

The creation and implementation of the University Without Walls concept is a major innovation in American higher education. University Without Walls programs modeled after UECU are commonplace today. It is clear that the Consortium, and perhaps higher education as well, is ready for another major creation. This is the highest priority for the Consortium at the present time. The colleges and universities that remain in the Consortium have energy for the next major innovation, and with the recent addition of new members, this new coalition shows considerable promise.

Chapter II

THE UECU CONSTITUENCY

Since its beginning the UECU has been adult-oriented with significant enrollments from minority, women and low-income populations. UECU undergraduates and graduates matriculate at an age when most educated persons have at least completed their undergraduate education. The average age of a UWW matriculant is 33, rising steadily from 28 in 1972, and range is from 16 to over 60. At the graduate level the average age is 37 years, and the range is from 24 to over 70 years. Age distribution for undergraduate and graduate learners are shown in figures 3–5.

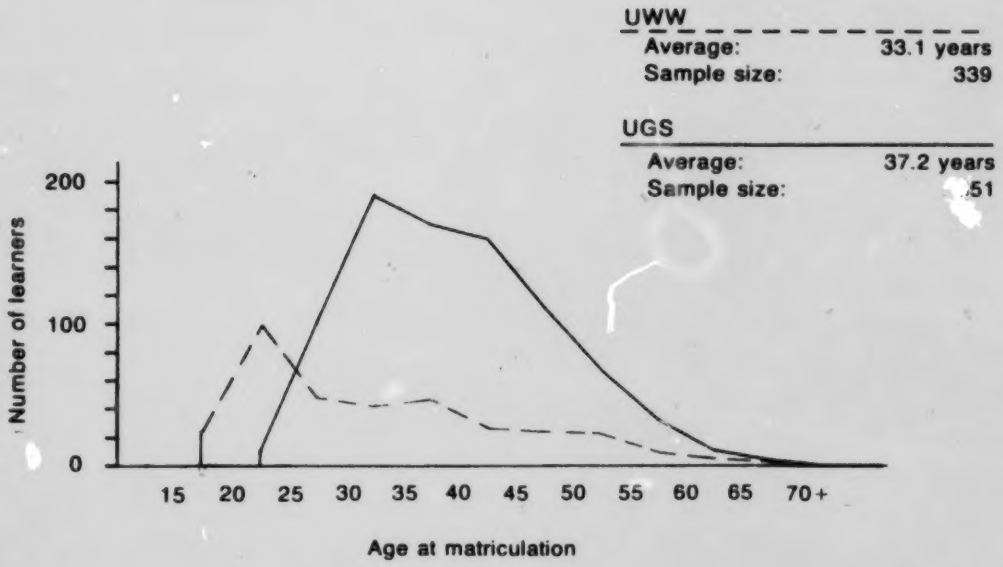


Figure 3. Age distribution–total UECU population

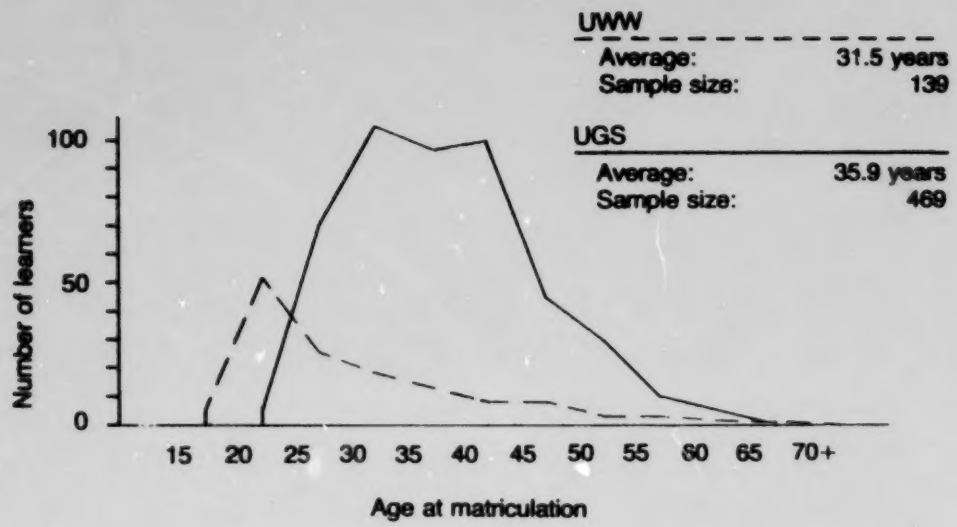


Figure 4. Age distribution for men

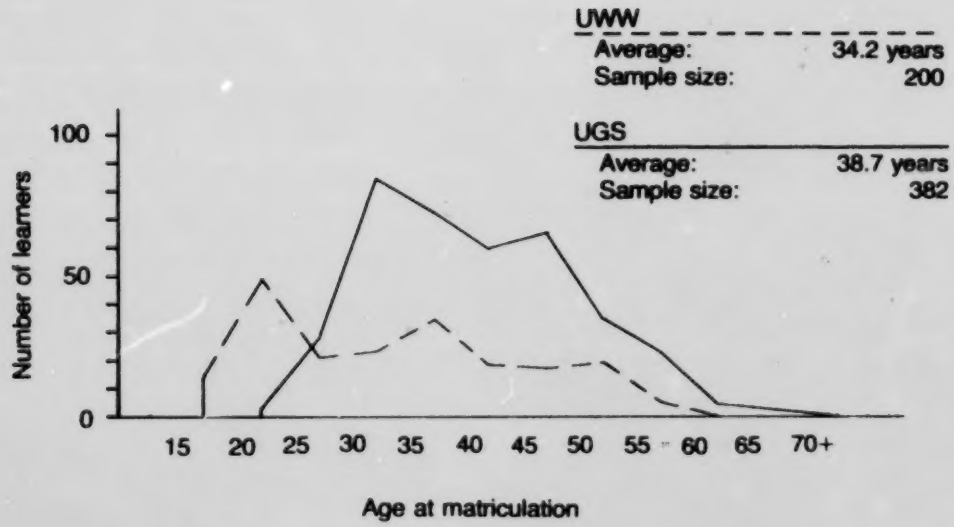


Figure 5. Age distribution for women

The constituency is drawn from almost every state and seventeen foreign countries. Current UECU enrollment as of November, 1977 is 928 undergraduates and 719 doctoral learners. The geographical distribution of doctoral-level learners and graduates, shown in Figure 6, illustrates the wide dispersion of the UECU constituency.

The Union's emphasis is on serving excluded populations: minorities, women, those who delayed "going to college" and those who may have been working piecemeal on their degrees for years. These persons often have extensive work-related and independent study experiences. Moreover, the UECU is not alone in recognizing the shift in population trends and

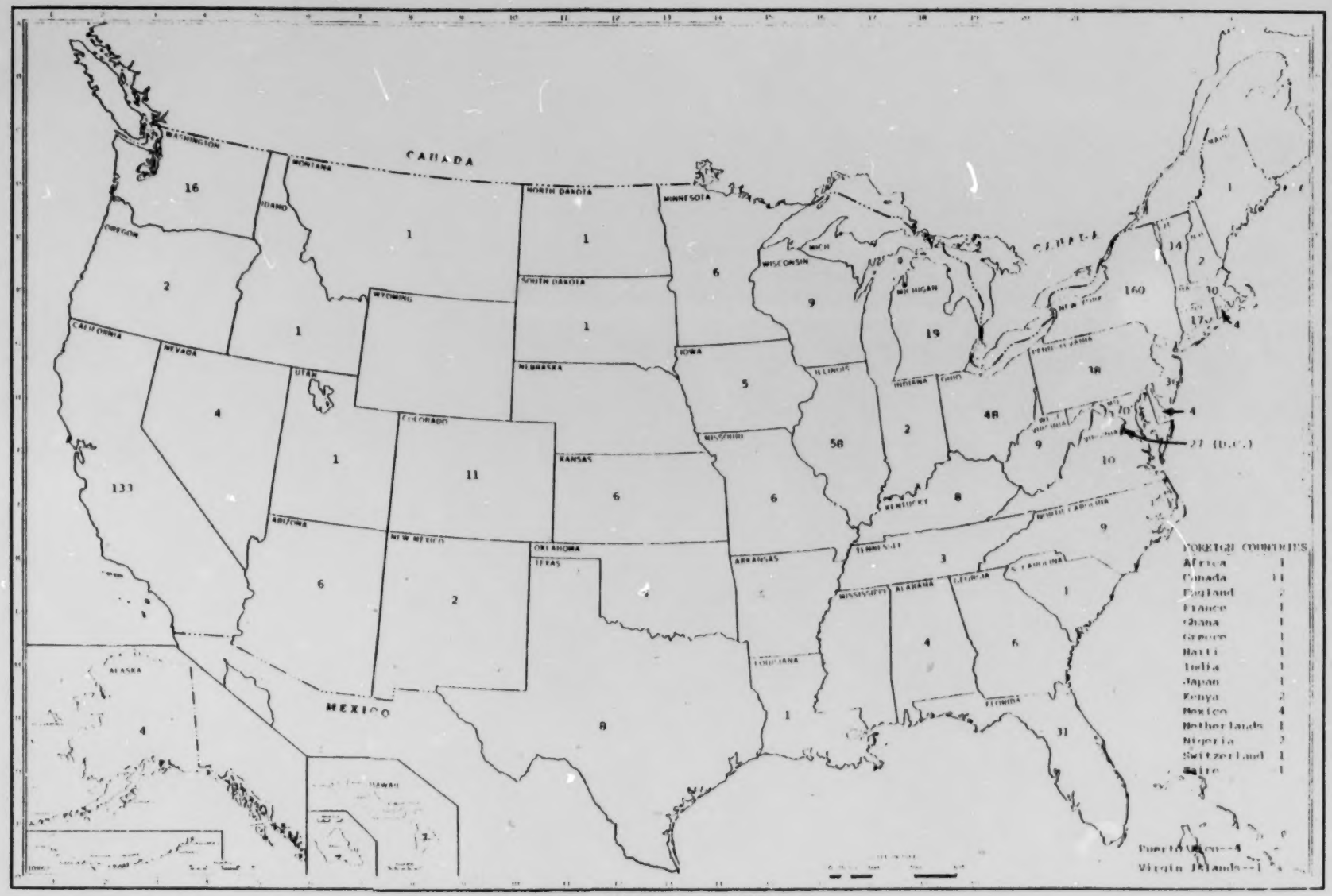


Figure 6. Geographical distribution of UGS learners

TABLE 1

CHANGES IN THE AGE COMPOSITION OF THE UNITED STATES POPULATION, 1960-1990 (PROJECTED), SELECTED AGE GROUPS

Age Group	Percent Change in the Number in Each Age Group, by Decade			Percent of Population			
	1960-1970	1970-1980[a]	1980-1990[a]	1960	1970	1980[a]	1990[a]
18-24	53	19	−15	8.9	12.o	13.2	10.5
25-44	3	29	26	26.1	23.6	28.1	32.9

[a]Population projections based on Series F, U.S. Bureau of the Census.
SOURCE: U.S. Bureau of the Census, *Population of the United States, Trends and Prospects: 1950-1990,* Current Population Reports, Series P-23, No. 49 (Washington, D.C.: U.S. Government Printing Office, 1974), and related U.S. Census documents. From the National Board on Graduate Education, Washington D.C.

the potential the shift represents for higher education. Table one shows that the traditional college age group, the 18 to 24 year olds, is declining and adults over 24 will continue to represent an increasing perentage of the population for the foreseeable future.

We have been successful in reaching our intended constituency. Undergraduate learners include a large number of minorities – 66 percent of total enrollment – and significantly more women than men are involved in the degree programs compared with the Graduate School, as reflected in Table 2. At the graduate level the present minority enrollment represents 36 percent of the total, which is a slight increase over the 30 percent overall minority enrollment since the beginning of UGS. Table 3 provides a breakdown of UGS minority enrollment by sex.

TABLE 2

UECU LEARNERS FOR CURRENT YEAR, 1976/77

	UECU	UWW	UGS
Total Enrollment	1,273	612	661
American Indian	8%	17%	1%
Asian	1	1	1
Black	32	33	30
Raza	10	16	4
White	49	33	63
Men	44	38	50
Women	56%	62%	50%

TABLE 3

UGS MINORITY DISTRIBUTION FOR LEARNERS AND GRADUATES 1971-1977

	FEMALE			MALE			TOTAL	
	No.	Percent of Female Population	Percent of Total Population	No.	Percent of Male Population	Percent of Total Population	No.	Percent
AMERICAN INDIAN	1	(>1)	(>1)	2	(>1)	(>1)	3	(>1)
ASIAN	3	1	(>1)	5	1	1	8	1
BLACK	104	26	12	129	27	15	233	26
RAZA	6	1	1	19	5	2	25	3
WHITE	257	64	29	291	60	33	548	62
OTHER	3	1	(>1)	6	1	1	9	1
TOTAL	374	93	42	452	94	52	826	93

Undergraduate and graduate learner's prior academic experiences are presented in Figure 7. UGS graduates and current learners earned their previous degrees from a variety of colleges and institutions, listed in Appendix A.

Figure 7. Prior Academic Experience

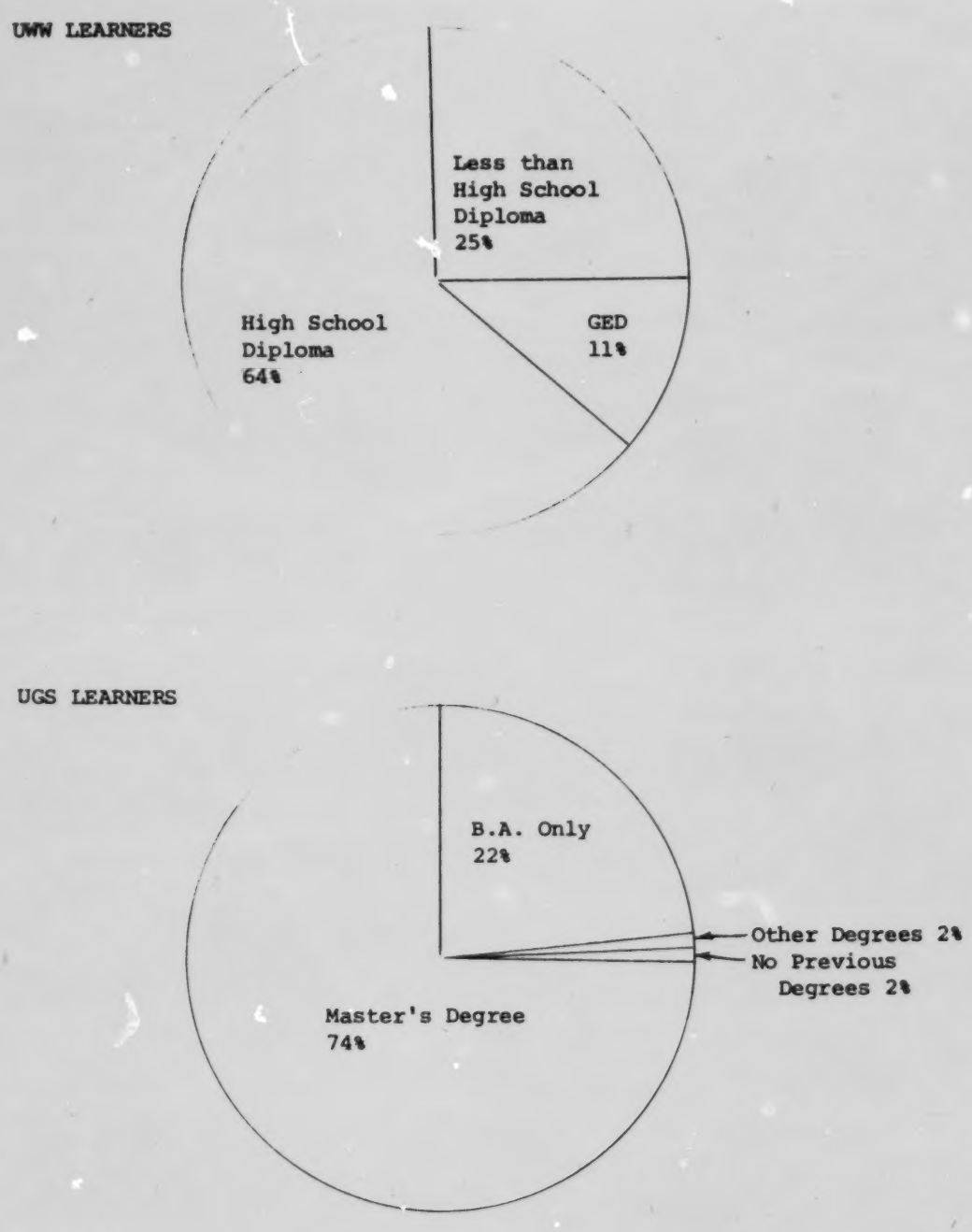


TABLE 4

CHARACTERISTICS OF UWW GRADUATES 1971-1977

Unit	Percentage of Graduates							Average Age at Matriculation	Average Months in Program	Number of Graduates
	Men	Women	White	Black	Raza	American Indian	Asian			
Berkeley	33.3	66.7	43.7	31.3	6.3	-0-	18.7	28.9	14.2	21
Chicago State	45.5	54.5	81.8	9.1	9.1	-0-	-0-	26.6	21.8	11
Flaming Rainbow	70.0	30.0	75.0	-0-	-0-	25.0	-0-	29.8	21.0	20
HIU	25.0	75.0	91.7	8.3	-0-	-0-	-0-	43.7	10.6	12
Northeastern Illinois	75.0	25.0	100.0	-0-	-0-	-0-	-0-	26.0	21.0	4
Providence	46.5	53.5	88.6	7.9	2.6	-0-	0.9	31.5	15.2	114
Skidmore	22.9	77.1	94.9	5.1	-0-	-0-	-0-	32.7	18.6	70
URLC	43.3	56.7	48.9	51.1	-0-	-0-	-0-	37.0	18.1	90
UCLI	50.0	50.0	-0-	-0-	100.0	-0-	-0-	37.0	17.0	2
Westminster	80.0	20.0	100.0	-0-	-0-	-0-	-0-	39.0	18.0	5
Overall Totals	41.5	58.5	72.4	11.3	11.8	2.5	2.0	33.1	17.1	349

Finally, a further illustrative breakdown of UWW graduates by participating units for minority representation, average age, and time spent in the baccalaureate program is displayed in Table 4.

In terms of income, there is a wide difference between UGS and UWW learners. While 74 percent of UWW learners reported annual family incomes of under $7,500, only 11 percent of UGS learners were in this category. And, as would be expected, after completing their degree programs, UGS graduates reported much higher incomes, as reflected in Table 5.

TABLE 5

LEARNER INCOME AT MATRICULATION
AND FOLLOWING GRADUATION
(Percentages)

	UWW		UGS	
	Matriculants	Graduates	Matriculants	Graduates
Less than $10,000	67	66	22	9
$12,000 to $15,000	24	21	35	21
$15,000 to $20,000	1	6	25	30
$20,000 to $25,000	5	5	11	24
Over $25,000	3	2	7	16

Eighty-five percent of over 500 UGS respondents to a survey reported their occupations as educational or teaching, professional service, or administration; 88 percent of the UWW respondents indicated similar types of employment.

UWW AND UGS LEARNER PROFILES

UWW LEARNERS come from all walks of life and have different motives for seeking an undergraduate degree. Some want their job skills upgraded so they can advance in their chosen professions, while others see the degree as basic to their self-esteem. Some want the degree as a "credential," while others see it as the major route to personal development. The UWW learner often is family-oriented, career-oriented, and creative in some crafts area simultaneously. What characterizes most of the learners in the UWW program is that they are adults whose unique learning needs have not been met, and cannot easily be met by other institutions of higher education without significant curricula modifications.

We have selected three UWW profiles, prepared by a current UGS learner as part of her doctoral program, to illustrate the breadth and depth of experience and learning represented by those who chose to pursue a UECU baccalaureate degree.

MARCIA

Marcia felt good and looked great! The serious health problems she had recently overcome were not apparent as she talked with me early one morning in the stark lighting of an institutional conference room. The delicately pretty ash blond with casually cut hair sat smartly dressed in a black, brown and shirt ensemble, her only jewelry an antique watch suspended from a chain around her neck. The restrained aura of a native San Franciscan makes her a striking understatement in her present southern environment. Her large expressive eyes seem slightly vulnerable despite her confident professional manner.

Marcia and I met the evening before, and she had already told me of her early career as an

artist/craftsperson working in several media, who chose not to go to college after high school, and who then became enmeshed in a draining family situtation revolving around her father's terminal illness. Changed family circumstances forced her to be completely financially independent as a young woman. In general, she was able to get the sort of jobs she wanted without a bacca laureate degree. Her career progress was interrupted when she became ill and was diagnosed as having an unusual debilitating illness similar to arthritis. Prospects for her recovery were intially bleak and she faced the possibility of spending the rest of her life in a wheelchair. It was then that she decided to finish her degree.

Marcia had evidenced an unusual preoccupation with her own sense of professionalism in our intial conversation, and I was not surprised at the way in which she answered my question on the nature of her several principle identities:

"I think that probably the primary identity that's in my mind and in my activity most of the time is my professional indentity. Because it's been a source of problems and concern for several years. I tie up my professional activity with my educational activity. I find they're intermingled most of the time. There are times when I really don't know which I'm doing, in a literal sense."

"My present occupation . . . is not where I would like to be, or where I intend to be. (She is presently in charge of arranging short courses and community outreach activities) I accepted it because I wanted to be employed at the university level and that was what was available. It seemed the most feasible. And I'm looking to be more involved in longitudinal programs, but I'm trying to establish a stable base so I can be in one place that will have a predictable income and a laboratory available for my doctoral work."

"My second indentity that's related to my professional identity involves a research project which has become a major thing for me. That's really my own direct link to the non-traditional education movement. I'm employed in a different part of the university in the external degree program and don't have policy-making powers there anyway. But as co-chairperson of the research committee, I've been directly involved with the faculty and administration on the issues of assessment and the process. I've done a lot of traveling to workshops and meetings, where I've been a participant on the program and have made a lot of meaningful, professional relationships."

I asked Marcia about a more personal identity. She responded more slowly,

"A lot of that for me happens to be tied up . . . with recovery from a serious illness. For about four years, that was the only major feature of my life and the only identity I had, which was very difficult to deal with. Or it's something I had to consider while pursuing my other identities. And so I had some priorities that went for a while, education first, job second, and then switched to job first, education second, and then I was resting up in between. My personal indentity I'm not even in touch with a lot of the time, since I'm either working or doing something to support working or study. But I see myself as a humanist in my personal identity. I have inherited a strong sense of professional ethic and values, and that was all reinforced when I was involved with social work training and experience (in an earlier position). And I inherited an interest in the arts, so that when I do have time, it doesn't relate to work. It usually has something to do with either actual design of artwork or music or theatre or something when I can find it. It's difficult."

Marcia seemed to wind down when dealing with her personal life, in contrast to the energy she had brought to the discussion of her professionalism. I encouraged her to tell me more specifically what constitutes professionalism for her. Her energy began to reassert itself as she continued.

"That was kind of difficult for me because I started out without much of a direction in terms of professionalism. I had made a decision not to go to college after high school. I went to work for my father as a dental assistant, and after three months I decided that college looked a little better than that. I went to community college for part of one semester and dropped out very close to the end of the semester. All that had to do with my father's illness and a lot of chaos at home. When I came back to town it was to be supportive of my mother and my father's illness, and I had a lot of jobs that had no professional identification at all. I worked in a lot of different places to find a job that you don't have to think about when you leave. So it really wasn't until after my father's death that I began to think in terms of who I am professionally. And during that time I was a free lance artist and moved into the field of mental health and community organization quite by accident."

"It was in that activity that I really began to see that there were possibilities for me as a professional, that I was capable of professional level competencies, and could be effective even though I didn't have a formal education at that stage. I had been rather programmed to believe one types forever if one doesn't go to college. So at that time I decided that I just wasn't going to college, I knew eventually I would come up against a job that I wanted and couldn't have because it would require a bachelor's degree. I was really willing to live with that for a long time. I don't know how long it would have gone on, how far, or at what point I would have faced that hurdle in my development."

"But the things that constitute professionalism for me are primarily ethical concerns. Social change and being a part of that, and improvement, is part of my professional identity. When I was in social work and community organization within the educational system, I tended to think in terms of service as my professional identity. I think the whole concept of professionalism has to do with how you perceive your own role and how you are . . . the degree to which your behavior is consistent with your own perception of what professionalism is. Sometimes it's hard to do that. I really haven't defined professionalism very thoroughly because it was kind of fed to me along with the porridge when I was a kid, along with professional ethics and all of that. It's a process for me of conducting my business and professional affairs in such a way that it is direct and honest, and I don't use unethical practices or deviou means of sexual

manipulation or whatever, to get business done."

I asked Marcia if she felt her personal commitment was to her own professionalism as opposed to the institution or any particular job. She replied thoughtfully.

"Probably it is most of the time. I think certainly at this stage I feel an obligation to do the kind of work I feel is appropriate, and that meets the needs I know are there. And a clientele really has more of my loyalty than an institution, and I will do whatever I have to do to move this institution around in order to serve what I see as the clientele to be serving. That's part of my own commitment which I made to the community rather than to the institution."

At this point I asked, "How has having the bachelors degree changed your life – or has it?"

She replied quickly, "It didn't have any immediate effect on my life, unfortunately. I really didn't expect it to. I was employed in a job that really was very narrowly defined. It was defined as part-time–full-time in terms of the way they related to me, but paid by the hour. If there was a holiday, I didn't get paid. It was a job that never existed before. It had been stretched out of a student assistantship. It had a title that nobody else had in the institution . . . and I knew that there was this annual effort to get the job made full-time and to get it classified at some level, and it always failed. So I wasn't expecting to get either a higher title, or more walls around my office, or more pay on the basis of the bachelors degree."

"About eight months or so after I formally received the degree, which was in June of 1975, I did apply for a job which was advertised as requiring a masters with a doctorate preferred. I know that even though they waived those requirements of the graduate degrees, I would not have got in the door without at least a bachelors degree – it was just not going to happen in this institution. In that sense, it did enable me to have access to a job. But I find I'm always working, finding myself underqualified and kind of one degree behind. I keep trying to catch up with where I am professionally in terms of credentials. I keep wondering if I'm going to get a terminal degree and then die! But sooner or later, I'll get thoroughly credentialed!"

I asked, "What was the most significant aspect of graduating for you?"

Marcia's shoulders sagged slightly as she said, "It was a letdown. There was really a sense of depression. I had relatively little work left to do when I came in the program . . . so I did the course work right away. I made my choices of what I was going to do and took the courses – and struck out on the senior project. It was extremely ambitious . . . possibly at the dissertation level and it was almost impossible to achieve. It required overcoming a lot of political barriers in the community. I was trying to trace a piece of social welfare legislation, mental health legislation, from the intent down to the actual interpretation and how it was being abused by local health authorities. My life was threatened, and I gave that one up. It took me a while to attach myself to something else. It was about another year before I finally came up with something and produced it pretty quickly. There was a period of time when that was always going through my mind, whether I was working on it directly or not. It was a thing that I hadn't completed. When it was all done, it wasn't there any more – if that makes any sense. There was suddenly this vaccuum that wasn't filled with any immediate professional advancement. It just kind of stopped. There wasn't any interesting research to continue, there wasn't anything immediately following that, that I had in mind, so there was just this period of void. And I realize that having that hanging over my head had been a positive experience...until it wasn't there. I don't know whether the letdown was just not having it to do any more or also the fact that there was a lack of response from friends and professional associates, except in a couple of cases."

Marcia had already led into the next question, which was, "How do others view you since you graduated?"

She continued, "I think the way other people view me professionally and personally is based on the kinds of things I developed before I ever went to college. It got me entry to a graduate program I couldn't have gotten into without a bachelors degree, and into a job I couldn't have had, either. But in terms of perception, I sense that people are reacting to me in much the same way they did five or ten years ago, professionally, because my behavior is essentially the same. The tasks are different, the level of responsibility is higher in terms of the size of budget I'm responsible for, and span of control and supervision and all that kind of stuff. But I think that the people I work with...don't see any changes. I don't feel I'm different. I suspect that a lot of students in external degree programs do. They think that this somehow validates them or that they have more confidence in moving forward with this thing. I really have felt mostly that this gives me access to the next step."

In response to my question about why she chose UWW, Marcia was very candid:

"I really looked forward to the external degree because of the credit for prior life. My game plan was to get through the community college in one year, the UWW program in one year, and the masters program in one year. I had this three year educational plan. I really came here because I would have the least amount of work to do in order to complete it, to get on to the next step. As it turned out, I spent longer on it than I planned, because I wasn't working on it all the time. But at that time I had no commitment to the concept, just the expediency of it. I was pleased to discover that there were alternatives to the kinds of educational experiences I had loathed before. And I recognized that it was an alternative!"

I modified my next question slightly: "In so far as you have had to use your degree as a credential, have you sensed any discrimination against it?

"Not for me," she replied, "because of the kinds of places I've been sending my resume. I've been looking at jobs that involve non-traditional study in which case it's a bonus for me."

In response to my query about any change in her values which might be attributed to her UWW experience, Marcia said:

"That experience changed my professional goals. If I hadn't been a student in that kind of process, I wouldn't have happened into research and on that basis, made the decisions I've made. In fact, I would have steered away from education. It was a dose of something I knew I was going to have to do, and that's why I had a three year plan for accomplishing six years of academic work. I just wanted it over and go do something else. I was sufficiently impressed by what I saw and what I was exposed to, that I changed my goals."

"And I was also able to recapture something I had lost through the period of disability. It was the sense of being a potent professional. I had lost my personal identity, my professional identity, and a lot of other things during that...period of disability. It helped me get back something I had lost and was having a hard time pulling together.

"My objective was to get a masters, probably in some field of social work. What I had planned to do was a private practice of family therapy. Because I wanted to be self-employed and I didn't want to be discriminated against because of the potential wheelchair and all of those things. I really don't know many people in a study of this kind you're going to find who modified their entire educational objectives and turned themselves around on the basis of the kind of experience they were having," she reflected.

"What's next in your life?" I asked.

Marcia paused for thought, and responded, "I think that for me the thing that is next in terms of significance is the doctoral program. That's the thing I need to do in order to become thoroughly professionally competent, or at least to be close to that, in my own profession. As a secondary goal, and they tend to move around in importance, I would like a professional position that is more directly related to non-traditional study. Either internship or external degree kinds of programs, or perhaps a research activity of some kind.

"And what do you want for yourself, personally?" I asked.

Marcia's response was immediate: "The first word that comes to my mind is *autonomy*. It's a very important thing for me in my personal life and in my professional life. There are some things that I want to be able to accomplish, that are linked to that long-term commitment toward social action and change. But, really, it's tied to my personal self-esteem. What I'm able to accomplish professionally is very much tied to how I feel about myself personally. I really don't have a good sense of what I want in the long run for me personally because I've been survival oriented for the last several years. I haven't been able to devote the kind of time and thought that I would like, to how I feel about all this and where I want to be when I'm relieved of the immediate concerns about financial security and health."

"I'm finally beginning to perceive myself as a healthy person and I'm able to convey that to people. I used to perceive myself as someone who looked sick. And I, of course, weighed 104 pounds and that's not desirable at 5'9". And I looked drawn and I looked like I was in pain all the time. That really was a whole upset in terms of my body image, and a complete turn-around in my perception of how I looked and my self-presentation. I think I'm more out of that than in, but there are still pieces of that. I think I'm going to have to be finished with that...then I'll have a better sense of who I am personally."

It would be difficult to summarize or reflect upon Marcia's experience better than she does it herself.

EDWARD

A tall, pleasant looking man with brown skin and salt-and-pepper hair shook my hand and seated himself at the conference room table. Edward began to tell me about himself.

"I am a power plant operator and I have been involved with power plant operations...since I was sixteen years old. I went to sea at sixteen, and I knew that was the kind of work I liked. Not so much the shipping as much as the machinery. That's what I've been doing. I tried some other work, but it didn't pan out and I just wasn't happy doing it...I have a first grade license. In fact, I was one of the youngest first grade operators in the state at one time."

"I've coached fellows that asked me to help them get licensed, found I had some success in doing that, and so I've been doing it. Of course when I had an opportunity to join the National Association of Power Engineers, and that's what they do mainly, disseminate information and knowledge...I became an instructor for them."

"Then I started working in a penal institution and I saw the need to train the fellows. In fact, we worked inmates, and I thought it was a little better than having them just be clean-up people, but to sort of break them into some phases of the operating work. Then I had inmates asking me to train them, and so I set up classes there. And while I was involved in that, I started thinking about ways to become a better instructor. I asked my wife questions, because she is a teacher and a curriculum expert, and she suggested that I go back to school, and that would help me to do a better job. So that's what happened to me."

"A funny thing, I was just talking to one of my advisors, who works down at the jail, and he was remembering how I got into this program in the first place. I was getting ready to go to a community college to take the test for the CLEP program and go back there, because I had taken some courses there already. But he told me about this UWW. He was in a traditional program at that time and almost ready to graduate."

"I had a very good advisor, who layed out a plan for me, because it was a little bewildering to start in a program like this. I was fortunate in that my advisor and the other people on the staff gave me pretty good advice, so I think I took a pretty good mix of independent studies and some far more conventional subjects. And that is how I made it through the program."

Of his family, Edward said, "I have a wife and

two children. I have a son who is a music major, and he is also working down at my institution as a cadet. And I have a daughter who started this summer at the university dental school. My wife is in education and works for the Department of Education as a senior teacher. If you asked me about our relationship and what we do together, and how we get along together, we're campers. We find that even now, though the children are sort of forming lives for themselves, they still will come along especially if they can bring friends. This spring, I bought a larger trailer for that reason. We also take tents along and this gives them a good chance to bring their friends along and makes more fun. It's easier to field a basketball or softball team when we have enough people."

"We do a lot of things together, and we are involved in certain phases of the church work."

Edward spoke a bit regarding his daughter's academic honors and present activities, as well as her probable future plans, in an enlightened and affectionate manner. Then we returned to his own graduate education.

"I am working on a masters degree in...business planning and administration. In fact, I expect to complete it next spring. I will have been there 18 months. I like the concept of UWW, and this was not too dissimilar. That appealed to me and my life style – the way I do things at this time in my life. And the fact that I can do some studies there and some independent studies makes it very easy for me, because I am involved in the job and I have other things that I do. I am vice-president of my church council and I've always been chairman of the building committee – it seems like I can't get away from that. And now I am vice-president of the local power engineers chapter. I hadn't particularly sought office, but it was sort of thrust upon me, so I thought I would take a stab at it. I don't like to take a job unless I can give it some time and effort and so I am pretty busy. Plus I have a garden in my yard and do most of the minor repairs on my vehicles."

Edward spoke of his wife again, of their shared interest in dancing and the theatre, and their generally happy marriage relationship.

His eyes crinkled as he said, "If you can find that fleeting firefly called happiness, you grab it and hang on to it. It's a little scarce...I think we have a pretty good understanding and know what it's all about. And it took some fire to do it," he laughed.

Edward told me about his early career in the merchant marine service. With the outbreak of World War II, he said:

I didn't want to be involved in a situation where somebody was shooting at me and I couldn't shoot back. I don't particularly like wars, but it seems like that's the way man settles his problems. I knew I was subject to the draft, so rather than be drafted, I heard of V-12 training programs where you could go into the navy, and if you passed the examinations, be sent right to petty officer school, and that's what I did. So I went into the navy and I stayed there six years...and two years in the reserves. I went to trade school under the GI Bill and came back into the industrial world. Then I got a little disenchanted working with industry, because of the strikes, and here I'm right back at that now, because I work for the city government and we may have a strike this week."

"Has having the bachelors degree changed your life?" I asked.

"Well, I suppose it has," he said. "It seems that nobody ever gave me an offer to teach and pay me for it until I got a degree."

He spoke of his role as a substitute instructor in a community college, as well as in the college program within the penal institution.

Edward spoke of his reasons for entering UWW.

"I had several reasons...The fact that I wanted to become a better instructor, and I also wanted a degree. And then also, when I teach inmates, they often will ask you, 'We want to know something about your credentials, your credibility, where did you go to school, Chief?' And I think they feel a little better about receiving instruction from me when I say that I got a degree from so and so. And I feel much more secure, and also have lived to see a lifelong ambition come true."

Of his feelings about graduating, Edward said, "Well, it's a little hard to describe it. I suppose if there is a heaven and I make it there, it's about the way I would feel. There have been some bitter experiences in my life...and so, seeing the dream come true, it was a pretty good feeling. I really felt elated...like I was on cloud nine."

"And also on that particular day, my wife got her masters. And it was pretty good to up and with her. Not that it bothers me. I truly and sincerely believe that it doesn't bother me for her to have a better education than I. In fact, I've been encouraging her to go on and get her doctorate."

"I don't have very many hang-ups, and I've been fortunate to have a very good friend who is a psychiatrist. I did some electrical work for him to help him get started in private practice, and I got an awful lot of good therapy from him."

He spoke of how his friend had assisted him in resolving some conflicts regarding his parents and background.

I asked if others treat him differently since he graduated.

Edward said, "No, because I don't think I am too terribly concerned about how people view me. I've never felt uncomfortable in...the company of degreed people. I thought my skills as a tradesman equalled their skills as professionals...I am not a social climber.I like the woods. I like people, but I don't like crowded cities or the things that go on in cities. I am more concerned with people that love boats and the woods and the outdoors."

Of whether he would chose a non-traditional program again, Edward said, "I think that is the only way I could do it, that I could survive. As I look back at times, I hurt...for not having stayed in school in liberal arts. I have some feelings about basic education. But it became very monotonous for me in high school. One of the things was that it was during the depression, and I was in a large family. My mother and father had separated, and I didn't have the things that I would like to have had. I think that everybody that went to school at that time knew me by the football sweater that I wore all the time."

"Trade schools I went to without any problem.

It was very interesting. But sometimes in the liberal arts schools, it got a little boring. But during my time in UWW, I didn't find it so. My advisor helped me pick courses that he thought I needed. For instance, the physical science class gave a little overview of biology, physics and chemistry, and it was very interesting. I started remembering some things I thought I had forgotten. The social science classes were very interesting. I liked the instructor and his method of instructing. He had been a world traveler and we had a lot in common. The courses that I took on television were very interesting. The independent studies I was able to choose. They were accepted by UWW, and I found them all very interesting. and I set my own pace. I guess it was kind of a fast pace, since I was the scorekeeper."

"I wasn't particularly interested in business administration, and yet I am a manager more or less, and I figured it would help me because I sort of looked in two directions. I plan to retire from the city soon, and I'll either teach, or perhaps go into some other area of the business field..."

Of his UWW experience Edward said, "I wrote more in those couple of years than I have ever written in my life. Now I don't mind doing it. I have to do it for graduate school and it comes easy. This skill I've acquired is for me a very personal satisfaction, and I think it's high time that I started pleasing myself some. I've picked up knowledge and expressions that I had never known before. I've read more. I've always been a prolific reader, but I wasn't reading in the areas I had to read in for UWW."

Edward's life is and has been rich and colorful. He seems to be a remarkably well-balanced person. He is perhaps unique among these profiles, in reflecting the perspective of an articulate, accomplished tradesman interfacing with the academic world. He attributes much benefit to the UWW program; we must acknowledge how much he brought to it.

RUBY

"I'm a painter. I think that's the oldest identity that I have with the exception of being a female..." The woman who spoke those words with confidence and strength is Ruby, her broad, somewhat flat and distinctly sensual face animated, her longish light brown hair draped over one shoulder. "From the time I was very young, probably two or three, I was always aware of my environment, and those aesthetic things that seemed to influence me.There wasn't any question in my mind that that was what I was." (She touched the huge silver squash blossom necklace that rested on her crocheted and natural cotton blouse.) "I think in images. I also think in words because I write a lot, but images and my dreams are very important too, to that aspect of my identity. Then other other identity, along with being a woman, I'm a mother, since I was 18...Also being a wife...through two marriages..." She went on to amplify: "In my whole variety of learning experience...the whole identity would circle around being a woman and an artist, and then mother would be from both of those, not just from woman, but from both...I'm also a teacher now; I've been teaching for 10 years, and I think that creeps into...my feelings about my identity."

She continued, "I love working with people. There are kind of two separate parts of me, one is with people and one is this tremendous desire to be alone. But I need the contact with human situations, which is a great part of my work. Right now I'm teaching in a college preparatory school. My students are from 13 to 18. For three years I taught in elementary education as an experimental...artist-educator. But I've never really felt that I'm an educator...I really have never had any problem at all with my identity as a woman in my profession. I've always felt that my mother role has helped me a great deal...a lot of women don't. A lot of women feel that that would be a barrier of some kind in their professional life. I really don't believe it's because of my profession, I believe it's more because of my feelings about myself...I speak to a lot of women's groups now and am very frequently invited to be on panels...that has helped me to verbalize and crystalize my thoughts about my identity. Art...also...dealing with those things that are so fundamental and basic that involve both men and women..."

"One time about three years ago, I had an exhibit in Massachusetts, of my love drawings, which is the major part of my work right now, and there at the same time was a feminist conference, and a group of women from that feminist conference cam to my studio, infuriated because they felt that I was weakening or opposing their ideals because of my subject matter."

"Men and women?" I asked.

"Yes, being together in such a strong structure," she replied. "That was my first encounter with women, because usually I think women have the most immediate response to my work."

I asked if she considered herself a "healed" or synthesized feminist.

She answered affirmatively, "Through my life the things that have fed into this kind of synthesis, I guess, are the different things that I've done that are not always allotted to women to do, to be. My mother was the head of our house. She owned a meat packing company and was a butcher. So from the time I was a small child I helped her and became a very proficient butcher, which I did for a living for a while, in my earlier years. And I also worked on a farm, and I learned to drive all the machinery; that's another very physical thing that's not normally given to women to do. I worked as an interior decorator, because that's the kind of job that was available for artists, and I worked as a model, which gave me a kind of insight into that kind of position....I worked as a private secretary once – I'm a terrible typist...."

I asked how having the bachelor's degree had changed her life. She said, "Well, one of the

ways it's changing is that I applied to graduate school, here at the University in design. I chose design because I didn't want to get involved in the fine arts program here.

"One of the things it's done is insure my position in the school where I'm teaching...."

"I was never really that concerned about keeping a position, but about two years ago there was a change taking place in the school where I'm teaching...they usually accept and would hire a person on their professional status. There was some kind of an economic crisis and a question of art...where does it fit into education? The director of the school, the Headmaster, suggested that it would be very good if I might find a way to wind up my education with a baccalaureate, and this was a perfect opportunity for me to do that. Having had a number of years, not only of experience, but a number of years of education in art schools, I had never looked for an education for credits or grades, only for what I needed to know, consequently I went to school for about six years. But I never got it together and got the degree. This is how I finally did it."

Asked if she had ambivalence about finally going after a piece of paper, she said, "Yes, I did! I felt like I was throwing in the towel! I fought it. I see it in my own students when they have to do something they're not convinced they agree with; they will put it aside until the last minute and then everything goes wrong. You can't find the papers, you can't find the address, you can't get to the right place. Right up to the last – I guess I still do feel that way, in a way, but on the other hand I see so many of the people being helped by this program, by having this opportunity...."

"The business about a degree," she continued, "another reason that I think it will be helpful to me: I will probably not be a teacher to earn money forever. Teaching is an experience for right now...my life will change, drastically, I think, in two years. My life-style. And I think that having a degree, perhaps if I wanted to do something again in 5 years, or 10 years, after I change my lifestyle it will be there.

I remarked, "It sounds as if you have a plan."

"Yes," she said, "my husband is Chippewa, and we plan to build a house and move to the reservation and live there. We hope we'll be able to do that in two or three years. And not live an urban life...not have to work at anything except our own art. He's a painter."

Ruby spread her hand flat against the knee of her denim pants, stared unseeingly at the turquoise and silver bracelet on her arm, and continued in a thoughtful mood: "In my first marriage my husband was not an artist. You don't consciously look for someone, but I think you're attracted to someone you can communicate with. But it's been difficult, and we could have talked about that in relation to identity too. I'm much younger than he is, so when I met him he was much more established and I had to work very hard at maintaining my own thinking. Consciously, I worked at that; sometimes I had to...sometimes it just flowed and I didn't. When we first got together the mortality rate of marriages of artists, or not just the marriage, but the artist, was quite high. If two artists marry, it's almost a general rule that one will fall inside and not maintain art as a major force in their life. So we were both aware of that."

I asked if she got the sense that people treat her differently since she completed her degree. She responded, "No, I don't think all that many people know about it, because in that position where I'm working at the school, I doubt if there were very many people, if any, other than the administration, who knew that I did not have a degree. It would just naturally be assumed that I did, to be in that position. My mother was very pleased, but she said too, it was sort of anti-climactic.

"But my son, for example, just filled out his application – he was accepted for university study. He had to put down is your mother a college graduate, and he felt really pleased about that. He said he liked answering the profession: artist, but he really felt that it was nice that he could write down that I was a college graduate."

About the psychological significance of graduating itself, she said, "...I didn't really consider this as important, as well, an opening, for example. Having an exhibit which would be viewed and reviewed, or having done just a very large work, and having it seen. That's what I would respond to more than I did this.

However, a friend who is a Slavic scholar was visiting Ruby the week before her graduation, and asked her, "Where is your cap and gown?" Ruby continued, "So what happened was my husband walked in the academic parade, and so did I, and we took our son, and I think it was good for him...it was a real ritual."

She was eager to talk about her final project: "I did an exhibit of 48 drawings, which was in a women's show. I had done them while I was enrolled here and I was invited to exhibit so that became my final project. I also did an edition of lithographs specifically for this."

I asked her about writing the dossier she had referred to earlier, supportive of her work. "Yes, I had a lot of my work evaluated. For example, I did one section in writing. Writing has been a second artery of my art, and so I compiled a group of poems and had a woman playwright, who is a very important person to me, appointed by the university as an adjunct professor. And I would say I worked with her in a way, because we had worked together for many years. But she read all of my work and gave me a very formal presentation about how she felt about it, like a good critic. And I would never have gained that from a person of her status as a friend. She's one of a group of five women. We meet frequently. They live in all parts of the country, but we have a place where we get together and spend time together."

Of her opportunities for peer contact within the UWW unit, Ruby said, "Yes, there are meetings, I think they occur once a month, and I was able to come to some – so, no, I didn't have a great deal of exchange but for those mornings and afternoons when I came, I did. I feel rewarded that I met an Indian woman that I sat next to for one day, and we spent the day talking with each other. She was working as a day care person, and she had cared for people all her life, little people, and now it had turned into this program in a constructive way for her to get herself into

society. Yes, knowing people like that is supportive."

About possible discrimination against her UWW degree, she said, "I think that's occurred to me, but only recently. And the reason was in the process of applying to graduate school." She stopped. I asked, "Did you have any problems with that?" She said, "Well, I don't know yet." I asked, "have you been accepted?" She said, "The returns aren't in." Then she added hastily: "It was only very momentary and very brief, that it occurred to me. Also at the institution where I teach, it's so highly oriented toward academics...the question of the value of education enters into discussion all the time. No, I think in my own mind there's no question about the value of it and what it means. Having been exposed to those kind of discussions and also the surprise of the person that I talked to about graduate school, who said: 'Absolutely no problem! You want to come to our graduate school, fantastic!' But when I was filling out the forms and he looked at me and was quite surprised that I was a UWW graduate, and then I thought, 'I wonder what that means'."

She paused, then continued more confidently, "I would say for what I'm doing, my work is evidence of what I do. That it would support the degree so strongly that if there were any question I would manage. But I don't know how that would be in a more rigid profession, or another kind of profession that dealt with systems and something that was less evident in terms of its quality."

With regard to any changes in lifestyle, philosophy or values that might be attributed to the program, she said: "No. I think that's a good question, though. I would not want to be seduced into a very comfortable and sort of mediocre bourgeois life because of settling into a certain lifestyle. Like having teaching credentials and then pursuing that instead of my art. I don't think that would happen to me, but I can see where it might be very tempting sometimes." And she told me how she and her husband pledged to each other that buying a house would not alter their primary commitment.

Ruby said she learned most from the writing of the dossier that she had to do, the documentation. "It was even kind of frightening. You have to become almost removed, and then you see yourself and you see your work. I think most artists I respect have a natural ability to do that momentarily, when you're dealing with work...but to do that with a whole section of your life and work, that was a tremendous experience to have to do that. And I really have done that. I wouldn't have done it in that way if I hadn't been presented with this problem." She wrote essays, in this instance; when she writes for herself she writes mostly poems and letters. She also edited a diary of her teaching experiences. Of that project, she said, "Having to edit it to put it into a form where it can be read the way you wish it to be ready by someone else is another kind of discipline. It helped me to be able to communicate verbally better. Teaching helps you do that too. Because I deal more in images than in words for communication, it has strengthened my verbal communication. I can feel more comfortable. When I'm invited to speak now, I know that I'm able to do it better than I could before." She reflected, "What being in an educational system does for one is to turn your world onto yourself, so that your thinking becomes more centered around yourself. Once you're a mature woman, it's never been quite acceptable to center your life around yourself. Permission is so important!"

After Ruby left the small office where we'd talked, I reflected that she, like the other creative artists I'd already interviewed, had brought her own agenda to the interview. Her answers to my prepared questions might be of interest to other researchers, but Ruby was interested in the answers to her own questions. Her chief concern, surfacing again and again throughout our time together, seemed to be to maintain her integrity as an artist, to avoid being coopted by credentialing, by teaching, or any lifestyle which might become too comfortable.

UGS LEARNERS: At the graduate level, over seventy profiles of those who had completed the doctoral program at different time intervals were prepared by a two person faculty team. While the full sample with an overview and analysis is available at the Union Graduate School, three profiles have been included in this report to highlight the nature of the grauate clientele.

GAY GAER LUCE

Writer . . . book learner . . . lecturer . . . demystifying medical science . . .sleep researcher . . . biological rhythyms researcher . . . clinical bio-feedback researcher and practitioner . . . preventive medicine . . . holistic health . . . human growth in the elderly . . . student of meditation . . . relaxation . . . teacher/guide for self-development groups . . . participant experiential learner . . .seeker . . .

Overview

Learning Strategies:

Workshops – Tibetan Buddhism, music and dream analysis, research on aging, healing workshops, SAT – meditation techniques . . . travel in Kashmir, India, Nepal . . .

Internship:

Introduction to group work, therapy and meditation with Seekers After Truth (SAT)

. . . extensive training in Alexander Method . . . participant in Rinpoche Tarthang Tulku's program for professional mental health workers . . .

PDE: SAGE:

A Living Program for the Elderly

When Gay Gaer Luce applied to UGS in 1971, no other graduate program existed in which she could get the training in clinical biofeedback and health care courses she felt she needed. Gay's career had centered on research, science writing, and lecturing; and, in addition to numerous articles and monographs for National Institute of Mental Health, she had co-authored two books, *Sleep* and *Insomnia*; her *Body Time* was published in 1971. She had received three American Psychological Foundation Awards, appeared as a guest on numerous TV shows, had taught workshops at Esalen and Aureon Institute, and lectured extensively. As her interest in biofeedback developed, Gay became interested in working in preventive medicine and helping people gain control over their state of consciousness and physiology.

Gay originally planned to work with children to help them develop skills to enable them to feel less like the victims and more like the masters of their bodies and minds. Her mother happened to visit her while she was organizing the program for children, and she responded so well to Gay's suggestions on relaxation and tension control that Gay decided she must work with older people. UGS provided a supportive structure within which Gay could try out a rather offbeat idea; namely, that elderly can grow as much as young people and many of the techniques and concepts of the human potential movement are helpful in promoting that growth. Through UGS she turned this idea into a reality, the program provided her the encouragement to do something she would not have done by herself.

Senior Actualization and Growth Explorations (SAGE), Gay's PDE, is a living program for elderly people now partly supported by a three-year grant from NIMH. She began with a group of twelve people (aged 63-77) guiding them in learning deep relaxation by EMG biofeedback, breathing, some yoga, body awareness, some active exercises, self-massage, massage of others, and guided fantasy...videotapes of the sessions show a new picture of old age, revitalized people in their 70's move gracefully, massage each other with affection, explore dreams, dance, and laugh. Several members of the initial group report that the experience has totally changed their lives. SAGE is a living program that will continue.

Gay estimates that the SAGE tape, prepared for NIMH, has influenced at least 40,000 people and is significant in showing old age as a time for continued growth and change. Information about the program has spread by word of mouth, magazine articles, newspapers, and TV programs about SAGE, and the grapevine now extends from the East Coast to Hawaii.

UGS was a time of transition for Gay as she moved from researcher/writer to teacher/guide. A number of internship experiences helped her make the transition from applying knowledge to others to working out herself. "My values have changed and my attitudes toward knowledge has changed; I used to be a book person, a verbal gymnast, a persuader, or translator. Now I am an active participant: I work directly with people, work on their bodies with their minds and feelings. I operate through my senses and my experience, not through my book knowledge. Indeed, I feel that some of my book knowledge preceded my actual experience; therefore, I did not really know what I wrote." UGS has been "a good stimulus for this transition process which is still going – a total change, inversion in my way of work."

Since completing UGS work, Gay has continued her involvement in the development of SAGE. The organization has expanded and is struggling to provide wholistic services and remain humanistic. Gay has spent a good deal of time and energy in fund raising and public speaking as have her associates, Dr. Kenneth Dychtwold and Eugenia Genard. She spoke at Healing Symposia sponsored by the University of California at Santa Cruz and Berkeleywhere 1,000 persons were exposed to the SAGE program in its more recent form, with elderly participants emerging as leaders and spokespersons. Although she is not especially interested in writing for publication right now, Gay has done several articles since graduating and is currently working on a manual for use in new groups.

ALAN GARTNER

Author . . . civil rights worker . . . professor . . . explorer and frontiersman in Human Services delivery systems . . . intellectual . . . entrepreneur . . . editor . . . trainer of paraprofessionals . . . gourmet cook and teacher . . . educational consultant . . . synthesizer of ideas . . . lecturer . . . publisher . . . consultant in federal programs.

Overview

Learning Strategy:

extensive reading in the literature of medicine, law, social work and education, focusing on the preparation of persons as professionals in these fields

Internship:

Project Director, a Cross Sectoral Study of the integration of work and study in preparation of doctors, lawyers, social workers and teachers

PDE:

"The Professional Preparation of Doctors, Lawyers, Social Workers and Teachers: A Cross-Sectoral Study of Efforts to Integrate Theory and Practice."

There was certainly no false modesty in Alan Gartner's observation that upon joining UGS in 1971 he had had a rather distinguished career and in a sense felt that he had already earned his Ph.D. degree. His vita not only includes graduation from Antioch and four years of graduate work at Harvard, but includes teaching and curriculum development in the Newton (Mass.) school system, Community Relations Director of the Congress of Racial Equality (CORE) in New York City, Executive Director of the Economic Opportunity Council of Suffolk County, New York. In addition to serving as a consultant to the Assistant Commisioner of the U.S. Office of Education designing and developing the Career Opportunities Program (COP), he helped develop new career strategies for both HEW and OEO. Too, he joined Frank Reissman in developing The New Careers Development Center at New York University.

But, as Alan tells it, his own intent to make a "minimum strategic investment" in working for a UGS Ph.D. "got upset." Self-directed as he had been and continued to be, he knew what he wanted to do, knew that it was practically impossible to work across the four fields he wanted to study in a traditional degree program since each would want him to focus on only one piece of the action, he pitched into his work, tied his professional and UGS activities together, and chose a committee in which there was little role distinction between peer, adjunct professor, and core faculty. He discovered what he may have already sensed, that his five UGS colleagues were mentors and proponents of both the methodology and substance of the topic he was tackling.

Alan stresses the key factor in UGS carrying him beyond that point he expected to go; namely, "the value of angularity." In short, each member of the committee responded to his requests for feedback and suggested new angles of vision for him to explore. As he sees it, the committee focused on ways in which "I was constrained by the blinders of my own knowledge" and helped me "burst apart the constraints of the field." By gaining some insight into that possibility at the colloquium, where he not only exposed his own views to a heterogenous group but also had to attend the needs of others, he prizes that interdisciplinary matrix in which he evolved and implemented his program. He speculates that he may have been more susceptible to that possibility because he had never had the "right" training for most of the tasks/jobs he'd ever faced. But he feels certain that his own "expanding of vision" (perhaps as much as 20% of how he now looks at things) would not have occurred if he'd entered a traditional program. And when he finished his work in UGS, he felt good about it because "I wasn't accomplishing someone else's chore."

While he indicates that his lifestyle has not changed ("I have the same wife, the same children, the same house...") he thinks that the change in angle of vision may be "more substantial for being more subtle." Furthermore, he learned another important "lesson" in UGS; namely, that he could no longer assume that it was "normal" to have a strong network of persons with whom he might interact professionally or intellectually. While he feels that his own "circuits are fully loaded" he can expand or contract his network as needed; but, he is fully aware from deep involvement in UGS affairs that his peers often need to put heavy demands on the network.

In many aspects the "slice of life" which is Alan's UGS tenure does not differ dramaticaly from what he did before and what he has done since, although the City University of New York made him a full professor upon completion of his Ph.D...even during a moratorium of hiring persons in the State of New York if they had terminal degrees from nonaccredited institutions! He writes and publishes with gusto. A list of publications follows this profile. His PDE was published in the Fall of 1976. He continues to be one of the generative forces of SOCIAL POLICY and the publishing and workshop programs growing out of that endeavor. Making more direct connections between UGS and his subsequent work, he...was the initiator of the UGS center currently known as Leadership in Education;...developed an external bachelor's degree program for people in family planning, part of the UECU's UWW effort;...served as Chairperson of the UGS National Policy Board for nearly two years following graduation; coordinated the authorship of the status study for UGS during our 1973-74 move toward NCA Candidate for Membership Status; serves as a Consultant to UECU and frequently advises regarding UGS matters;...used his UGS experience in developing learning strategies for the New Careers Training Laboratories;...used his UGS learning experiences and knowledge as a base from which to write new books such as those on self-help, mutual help and the organization of human services;...frequently calls on other UGS persons to lecture, conduct workshops, serve as consultants in various parts of the country where he is traveling...if he is unable to take on such responsibilities himself.

In short, though Alan Gartner was a person-centered learner long before arriving at UGS, there are some direct lines of connection between his UGS program and his subsequent experiences. During the interview he expressed some surprise at the fact that he had not been asked if there was anything unexpected about his UGS experience. Answering his own question: "Yes, I was surprised that it was so much fun, and by fun I mean 'useful, powerful, and energizing.' Also, it didn't hurt and it was expanding."

"How about negative surprises? And did we, indeed, do that which we said we were going to do?"

Alan concluded, "To the first question, 'No!'"

"And to the second?"

"There was unvarying verisimilitude between what happened and what was promised."

Alan Gartner's Publications:

BOOKS:

Paraprofesionals and Their Performance (Praeger, 1971).

Children Teach Children: Learning by Teaching (Harper and Row, 1971), co-author.

After Deschooling, What?: Illich Pro and Con (Harper and Row, 1973), co-editor.

Public Service Employment: An Analysis of Its History, Problems and Prospects (Praeger, 1973), co-editor.

What Nixon is Doing to Us: The Great Leap Backwards (Harper and Row, 1973), co-editor.

The New Assault on Equality: I.Q. and Social Stratification (Harper and Row, 1974), co-author.

The Service Society and the Consumer VAnguard (Harper and Row, 1974), co-author.

Teacher Aides: A Suggested Two-Year Post-High School Curriculum (U.S. Office of Education, 1974).

College Programs for Parapfessionals (Behavioral Publications, 1976).

A Full Employment Program for America (Praeger, 1976) co-editor.

The Preparation of Human Service Professionals (Behavioral Publications, 1976).

Paraprofessionals Today: Education (Behavioral Publications, 1977), co-editor.

CHAPTERS IN BOOKS:

"Changing the Professions: The New Careers Strategy," a chapter in *The New Professionals* (Simon and Schuster, 1972), co-author.

"Education for Employment in Human Service Occupations," a chapter in *The Educationally Deprived Child* (MARC Corporation, 1972), co-author.

"Every Child a Teacher", a chapter in *Education and Psychology* (Charles E. Merrill, 1973), co-author.

"Every Child a Teacher," a chapter in *Resources in Reading Language Instruction* (Prentice-Hall, 1973) co-author.

"The Performance of Paraprofessionals in the Mental Health Field," a chapter in the *American Handbook of Psychiatry* (1973), co-author.

"Assessing the Emergency Employment Act," a chapter in *Public Service Employment* (Praeger, 1973).

"The Culture of the Service Society," a chapter in *Humanizing the Work Place* (Prometheus Books, 1974), co-author.

HILDA HIDALGO

Overview

Learning Strategy:

Reading in social theory; in-depth consideration of urban problems such as educational, environmental and social planning (seminars taken at Rutgers); also computer science courses.

Internship:

(1) Study of Hartford Project, an approach to city's social and economic rehabilitation in an effort to identify transferable strategies and approaches to N.J. cities (Newark, Jersey City, Camden, Trenton).
(2) Developing and teaching two innovative courses, Psychosocial Dynamics and the Planning Process (graduate); Human Encounter and Social Services (undergraduate).

PDE: Three Parts

(1) Chapter for book, *Counseling Inner City Adults in Starting Higher Education* (2) Descriptive analysis of conditions in Puerto Rican Community in Newark, *The Puerto Rican in Newark, N.J.* (3) *Ay Bendito* – a compilation of perspectives about crucial issues in the Puerto Rican Community. (Migration, leadership, community organization, alienation of youth, exploitation, etc.)

It is probably characteristic of Hilda that on her vita she lists the following items under "Public Recognition and Honors," namely, "Personal car destroyed by a fire bomb by white racists and life threatened for participation in community as an activist." This happened when she was campaigning for Newark Mayor, Kenneth Gibson. Recently reflecting upon that experience, she observed, "Such tactics make me angry, but they don't discourage me. I am pleasantly surprised each day to wake up and find I am still alive."

"Courageous" and "alive" fit Hilda well. Since she first migrated from Puerto Rico some two decades ago, she has pursued a very active role that has won her advanced degrees from Smith and Catholic University, major responsibilities in girl scourting and child services agencies as well as dynamic efforts on behalf of the Puerto Rican community. The latter has culminated in a host of positions, including Chairperson of the Board of Aspira, the State of New Jersey Puerto Rican Congress, trusteeship of Universidad Boricua (A UECU member), and the National Board of the Urban Coalition. Her honors, in addition to the car bombing, also include the highest adult award granted by Girl Scouts of U.S.A., and Puerto Rican Woman of the Year (1975). And in her "spare time" she has served on the commission of drug abuse, been on the advisory committee for the Cabinet Committee on Equal Opportunities for Spanish Speaking Americans and politicked for local officials. In 1972 she was at-large delegate for the State of New Jersey to the Democratic National Convention. When she came to UGS in 1970 she was an Assistant Professor of Urban Planning and Community

Development at Livingston College of Rutgers University.

So, why did she join UGS? Because she wanted to avoid being put into traditional academic boxes, integrate a variety of fields of knowledge, and apply her knowledge to practical problems. She also wanted to avoid dehumanizing learning situations and let her own style mature. Furthermore, she remarked, "I had paid my dues to traditional education, I knew that I could succeed in the traditional system; but I had been a fighter all my life, and UGS permitted me the continuity of the fight and to try creatively to map my own learning." So, in the UGS context she began to put together "inside myself" theoretical frameworks which are usually divorced and began to apply those frameworks to human situations involving "flesh and blood people in cities as well as flesh and blood students in my classroom." While she found somewhat upsetting the lack of maturity among some of her colloquial colleagues and their disposition to "abuse" her, she moved past that phase and put her own program together so that it met her needs. the work she did in UGS was an integral part of her life both before and after graduation.

At Rutgers she moved up very fast from Assistant to Full Professor. She became Chairperson of her department, and chairperson of the discipline (Urban Studies) for the Federated College System that involves three undergraduate colleges and one graduate program She was recently recognized by Rutgers as one of three professors in a Special Issue of the Newsletter for alumni, parents and friends of the university. She held the position of speaker for the faculty chamber and is presently a Senator in the Rutgers University Senate.

Hilda's community activism extends to the larger Jersey landscape. She writes a bilingual column for *INFORMATION*, a Newark publication, discussing topics of interest to the Spanish community.

As department chairperson she had been a leader in developing a new program leading to an undergraduate degree in social work, believing that education and training in this field apparently belong at the baccalaureate level. This was the first program of its kind to be accredited at Rutgers by the council of Social Work Education, and only three have been accredited in the state. She has created a network wherein her students are located in internships and professional positions in places as far afield as London and Israel. Already some of these graduates are holding jobs which few would expect for persons of their age and experience. The program has attracted national attention. In fact, Hilda is one of ten curriculum specialists working on a model for 150 academic programs of undergraduate Social Work Education in the nation. She feels that the impact at both undergraduate and graduate levels, in training social workers, will have implications for twenty years. Her responsibility on the national task force is in developing working papers...and hers is not a mere cosmetic approach for the ills of social workers and the matrices in which they work; rather, she sees the effort as having society-changing implications.

In 1975 Hilda served in a state task force that drafted state wide standards for day care centers.

Last year (1976) she served in another task force reporting on an implementation plan to secure thorough and efficient education by setting competency standards to be enforced and by the State Department of Education. She also ran (and lost) as delegate to the Democratic National Convention pledged to Morris Udall.

Her plans for next year's sabbatical leave include, a camping trip across U.S.A. visiting undergraduate Social Work Programs, a 3-month stay in Puerto Rico helping the University of Puerto Rico develop a graduate teaching module on community mental health, and an exploring-fun trip to Greece, Egypt and Western Europe.

How does she feel about her UGS degree? "It freed me," she claims, "for professional involvement, to work in a wider area of societal and intellectual concerns, and to gain recognition for it. UGS gave me confidence that I could learn on my own." She uses her travel time not only to work in a larger arena but also to explore places she has never seen...and to do it "without feeling guilty." She encourages her students to develop their own professional competences and perspectives by working on a departmental *Urban Studies Journal*. She encourages her staff to enroll in UGS...to become attuned to a "process which is neither magical nor mysterious."

Toward the close of her interview she indicated, "I feel good about me and more effective in fighting for what I believe." Then, in commenting on the problems which friends and associates have in identifying her field of competence, some thinking she is a political scientist while others say "social worker," "therapist," etc., she concluded, "Everybody fantasizes what my degree is in, but I don't give a damn what my degree says!"

UGS learners usually have considerable prior academic experience and seek out this program essentially because it encourages them to pursue their current interests and introduces them to experiences beyond those incorporated in their educational activities thus far. Our expectations for learners making significant social contributions is very compatible with their own past accomplishments and future intentions.

SUMMARY

In this chapter of the self-study report, the overview of the UECU clientele concentrates on the presentation of data which illustrates the characteristics of those persons who are presently enrolled or who have already graduated. Undergraduate and doctoral UECU learners are generally older, more experienced, and represent many life styles, with a majority being women and significant minority enrollment. The learning process designed to serve this constituency reflects the Union's efforts to pay particular attention to the attributes of those persons who engage the degree programs. Chapter three sets forth the features of this learning

Chapter III

THE LEARNER AND THE LEARNING PROCESS

The Union has made clear that its genius is found in the mix of persons who have been, are, and will be associated with it. The most important person of all those involved in UECU is the one who applies and enrolls in a baccalaureate or doctoral program. We call this person a learner rather than a student. The distinction is important, since we are attempting to develop a person who is active rather than passive in the pursuit of learning.

The learning concepts embodied in UECU emphasize the distinction between thought and action. Thoughts are private; actions are public. Thoughts lead to actions and actions to thoughts. The interaction between these two modes results in what we term *experiential learning*.

What we call the person who enrolls in the Union is important. Most of our matriculants come to us as students; that is, more often than not they expect to receive instruction from a teacher. While that process does take place, our objective is to graduate a person who is a life-long learner.

The person who enrolls with us will learn, when we succeed, to take more initiatives than in most colleges and universities, in determining both what learning will take place and how it will be accomplished. We grant academic recognition for prior learning and respect the inductive process by which people have acquired and will continue to acquire knowledge through experiential learning.

We have thus chosen the term learner because it signifies to them, to ourselves and others that UECU enrolls active learners and not passive students. Some might argue that it is "splitting hairs" to use this term and, especially, to use it in place of rather than in addition to the more familiar one of student. Nevertheless, we have designed our learning processes in terms of the interrelatedness of thought and action. We value both; we fail when one mode is valued more than the other. We use the term learner to reinforce continually these dual and interrelated objectives with all who engage in our degree processes in any capacity.

The decision to change our terminology from student to learner is a recent and controversial one. It involves a change in consciousness about the educational process as well as a change in semantics. Our official documents will henceforth use the term and the concept of learner, but this use is not yet uniform throughout the Union network due to the force of custom and habit and the fact that all are not in complete agreement about the change. Many will use the terms interchangeably for a while and since we feel the change in terms reflects an important attitudinal shift, the Union will allow the necessary time to adjust to the change.

VALUES UNDERLYING THE UECU LEARNING PROCESS

Throughout the evolution of the UECU undergraduate and doctoral learning processes we have attempted to hold certain values constant. These values have become the benchmarks by which we judge how well current processes work and evaluate proposed changes in our programs. Our hope is that they continue to be reflected clearly and strongly in the degree processes we advocate.

One of these underlying values is our commitment to serve new constituents, especially those who have been overlooked and undervalued; those who were not taken into account in the curricula design and operation of most collegiate and doctoral programs. We realize also that the portion of this new constituency most likely to succeed with us are those with high motivation. In fact, this is a requisite for successful achievement in all UECU programs, and our admissions process seeks to identify and select those with this attribute.

Person-centered learning is another value we hold highly. Here, we simply mean that whenever possible the person enrolled is more important than the institution. We state requirements for degrees which are aimed at and support the quality of the learner's experience; we encourage and listen to learners' proposals for fulfilling those requirements. For us, what happens to the person engaged in our learning processes is as important as any products produced through the process. Closely related to person-centered learning is the value we place upon self-directedness. It is through our efforts to assist learners in the design of personalized programs that we cultivate this value and develop this skill. The emphasis in our degree processes is on learners taking more initiative and responsibility than is commonly found in educational programs. This reflects our desire to keep the focus of our programs squarely on the learner and to affirm at every opportunity each person's efforts to become more self-directed.

Another value we act out is the recognition of experiential learning for academic credit, acquired both before matriculation with the Union and while enrolled with us. Our learning processes recognize the close relationship between thought and action – and we consider both to be essential aspects of learning. One consequence of holding these values is that we bring awareness to those within and outside the UECU that there are many ways of knowing. We want to cultivate respect for the differing ways people learn. Our advocacy of extensive utilization of community learning resources brings learners in direct contact with varied learning styles and reinforces our emphasis on integrating thought and action.

Still another value we hold is the one of peer, or co-learner, relationships. Because of their diverse experiences our constituency is unusually qualified to assist one another in their learning. Learners also reflect very different perspectives which significantly enrich the learning process. Consequently, we involve learners in peer relationships throughout their degree programs. We hold high expectations of learners-as-peers by granting them responsibilities equal to any other person serving on a degree committee.

Finally, we value the ability and desire in our graduates to be life-long learners. We see their enrollment in our programs as a critical part of their continual learning process. It is through our emphasis upon developing self awareness as a life-long learner that we can say that an outcome of participating in our degree processes is one's own development in satisfying life values. This is an evasive area, to be sure, and we have not succeeded unless we can see tangible evidence of learners' and graduates' expanded consciousness, greater knowledge, deeper understanding with new and improved skills, while still maintaining an openess or vulnerability to change.

The UECU struggles with these values constantly. Some are more clearly developed and presented than others. We are still visionaries in this respect, and our shortcomings are constant reminders that much remains to be done. It is becoming increasingly clear that while in some ways we differ little from usual practice in higher education, in other ways the departure is pronounced. As we, and others similar to us, have succeeded, other colleges and universities have instituted programs and incorporated processes more and more like those we advocate and attempt to provide to learners. Figure 8 shows perhaps the clearest example of our values with respect to content and process.

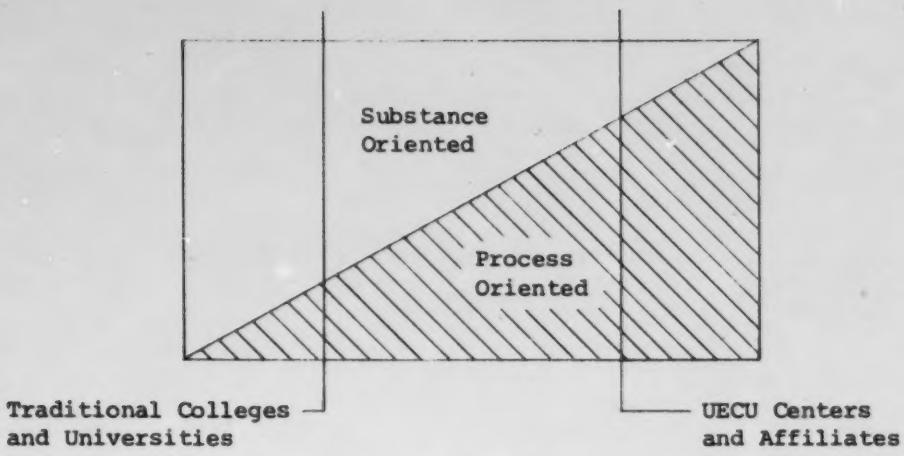


Figure 8. Orientation of UECU degree process with respect to traditional degree process

Our orientation is one of emphasis on process and valuing the impact of process of learners. Certainly, substantive learning constitutes a large part of any degree program, but there has been a tendency to pay more attention to the substantive issues, i.e., the *what*, and less to process issues, i.e. the *how*. While both are important in learning and each enhances the other, it is only by placing such a high value on how persons learn that we can offer new insights to other institutions and bring substance and process into a better balance, both within the UECU and all of higher education.

Part A

THE UNIVERSITY WITHOUT WALLS

The UECU's University-Without-Walls baccalaureate degree program has undergone a series of modifications through its seven-year development. (Most of these changes have been covered in the *UECU Report*.) The UWW learning process that has evolved is still undergoing change as the Union gains more experience with its design and implementation through engagement by UWW learners.

INQUIRIES

Each month the UECU Central Office recieves between 100 and 200 requests for information from about forty different states. Each inquiry receives a response and a listing of thirty-nine centers where a UWW program can be pursued—UECU/UWW Centers, Affiliates, and Associates. Interested persons then contact the unit or program for applications and additional information, such as the availability of financial aid. Each UWW program responds to its own inquiries.

APPLICATION

Completed applications at each UWW Center or Affiliate always include:

(1) A written application from the applicant providing:
   (a) evidence of high school graduation or General Equivalency Diploma (GED), or other evidence of readiness for post-secondary learning;
   (b) an autobiographical statement;
   (c) a statement of the applicant's learning goals.

(2) A documented interview by a UWW staffperson, or a formal admissions committee, which supplements information supplied by the applicant.

(3) A formal decision by an Admissions Committee which is recorded and transmitted to the applicant indicating:
   (a) acceptance to the UECU/UWW program;
   (b) provisional acceptance as a Special Matriculant including the specific special conditions for admission and continued matriculation;
   (c) refusal to accept the applicant giving the reason(s) why the program cannot meet the person's learning needs.

ADMISSION CRITERIA

The UWW program seeks persons who possess a capacity for self-directed learning. Equally important, these individuals will have demonstrated through their lives that they are highly motivated persons committed to the betterment of society, capable of scholarship and aware of their immediate educational goals.

The UWW admissions criteria are designed to reflect these objectives. While different UWW centers and affiliates may have additional requirements, the following minimum criteria apply to all enrolled as undergraduate learners:

(1) Satisfactory matching of the applicant's stated learning goals and the program's capability to provide support and access to the learning resources necessary to achieve those goals.

(2) Demonstrated readiness to do college level work evidenced by:
   — graduation from high school or a General Equivalency Diploma; or
   — an evaluation of the applicant's readiness by at least two UWW faculty members using at least two of the following measures: (a) assessment of the applicant's submitted application materials, accompanied by the report of the interview, (b) assessment of performance based upon faculty designed and/or approved assessment techniques and instruments, and (c) results from standard, widely used, assessment instruments e.g., the ACT or the CEEB.

The UWW admissions includes a category or SPECIAL MATRICULANT. Persons admitted under this category all meet the first common criterion: an affirmative determination that the program can meet the applicant's stated goals. The second criterion for those admitted as Special Matriculants is that they either obtain a GED within the first year of UWW enrollment, or participate in structured basic skills development activities as determined and taught by UWW faculty, obtaining the faculty member's positive assessment of readiness to do college-level work within the first year of UWW enrollment. Persons in this category have no more than one year to demonstrate their readiness to undertake baccalaureate level work.

We have determined that no more than twenty-five percent of the total UWW enrollment can be in the Special Matriculant status at any given time. These learners are usually older persons who have been unacceptable to most colleges and universities because they do no possess an high school diploma. The UECU High School/College UWW Project, funded by USOE from 1973 to 1976, provided valuable experiences in working with this contituency. Our commitment to Special Matriculants continues and we believe that they profit most when included with other regular learners not very different from themselves, who can provide encouragement and serve as role models.

REGISTRATION AND MATRICULATION

Successful applicants are informed of any financial aid awards as soon as possible, and complete the necessary registration froms. Since UWW programs permit matriculation at various times throughout the year, each center or affiliate specifies the dates of matriculation events. However, the beginning of a learner's program, i.e., matriculation, must take place within ten days of registration.

ORIENTATION

Each UWW program completes the orientation of new learners within the first quarter. Orientation formats although all seek to introduce the learner to the key UWW concepts. Questions concerning the learning process are answered and, each new learner chooses their core faculty member.

ASSESSMENT OF PRIOR LEARNING

UWW learners often bring a wealth of experience with them as they start the baccalaureate degree process. We believe that prior learning found within accumulated experience, when recognized through a sound evaluation process, significantly enhances the value of the individual's further learning while enrolled in a UWW program. Moreover, the assessment process, which requires reflection upon and analysis of prior learning by each individual, results in greater understanding and learning for each UWW learner.

Prior learning may consist of work-related activities, independent study, travel, and volunteer services. It also includes activities like college sponsored courses, workshops, and conferences. We award academic recognition for prior experiential learning whether formal or informal, that has a demonstrated relationship to an individual's specified degree goals.

Our policies for awarding academic recognition for prior experiential learning are that:

(1) persons applying for academic recognition must be registered matriculants; past learning must be shown to be relevant to the learner's stated educational objectives;

(2) evaluation of such learning is performed by faculty members who are competent in the area being evaluated;

(3) evaluators provide written evaluations of the evidence, which are contained in learners' files;

(4) review and final approval of the documentation for academic recognition is performed by each learner's degree committee;

(5) all learners complete at least one calendar year's study at the UWW unit, regardless of the amount of academic recognition for prior learning; and

(6) academic recognition of prior learning meets the academic standards of the UECU.

While a variety of forms are utilized at the different UWW centers and affiliates, the common process for assessing prior learning involves: (a) identification and definition of the specific learning acquired; (b) the articulation of the learning to both the learner's educational goals and UECU baccalaureate degree requirements; (c) documentation of learning; (d) measurement of experiential learning in terms of competence acquired, and breadth and depth of exposure through interviews, observations, and oral or written examinations; (e) evaluation of presented evidence; and (f) recording in narrative form the academic recognition awarded.

There are a variety of formats employed in the assessment process; for example, recognition of prior learning and evaluation form (Ohio), record of past learning experience (URLC), inventory work sheets (Providence), evaluation summary sheet (Boricua), work sheets for analyzing an experience (HIU), recognition of prior learning summary form (UCLI), and learner portfolio (all UWW units).

We have a clear commitment to the concept of academic recognition of prior learning; the assessment process is an integral part of the UWW learning process. We are gaining experience in awarding this type of recognition, and Table 6 reflects the various combinations of learning presented by UWW matriculants.

TABLE 6

ACADEMIC RECOGNITION
FOR PRIOR LEARNING

Examples of UWW Graduates	Academic Recognition for Prior Learning		Total Time in UWW Program (Months)
	Credit Earned at Other Colleges and Universities	Credit for Other Recognized Learning Experiences	
Example A	0	0	36
Example B	24	0	12
Example C	12	12	12
Example D	0	24	12

Our concern is with learning, and its recognition, not experience alone. In this, we join with the efforts of the Cooperative Assessment of Experiential Learning (CAEL) in continuing efforts to refine the concepts and the techinques employed in assessing prior learning.

DEGREE PLAN

Each UWW learner is responsible for developing a degree plan, in close consultation with her or his Degree Committee. This committee consists minimally of the core faculty member presently working with the learner, one community or core faculty member who has already begun to work with the learner or will be doing so in the immediate future, one community faculty member who has not worked with the learner and who serves as an evaluator, one other learner as peer, and one person who serves as the administrative designate. This last member also serves as the committee chairperson unless another member is designated chairperson by the program director. The overall responsibility for the learner's progress toward completion of degree program rests with the core faculty member. Within six months of matriculation, each learner submits an initial degree plan which can be acted upon by the Degree Committee, all of whom are voting members. Special Matriculants submit a preliminary degree plan. This plan, acted upon formally at a degree plan meeting, incorporates the learner's understanding and acceptance of the UECU baccalaureate degree criteria. In addition, the plan specifies the process by which the criteria are to fulfilled. There may be more than one degree plan meeting, and plans may be amended or refined with Committee approval.

UECU BACCALAUREATE DEGREE REQUIREMENTS

UECU degree requirements were designed originally, and have subsequently been modified through the self-study process, to fulfill UECU's educational mission. This mission includes five major tenets: (1) the promotion of social justice by providing educational access to under-serviced learner populations; (2) responsiveness to an individual's needs through a collaborative learning partnerships; (3) safeguarding the academic quality and integrity of a baccalaureate educational process; (4) creating an environment that encourages and nurtures learners to experiment with a

diversity of learning techniques and resources; and (5) incorporating the unique value of each UWW learner into a personalized degree program. A visual expression of the relationships between these ideas is shown in figure 9. In light of these tenets, the UECU baccalaureate degree requirements are:

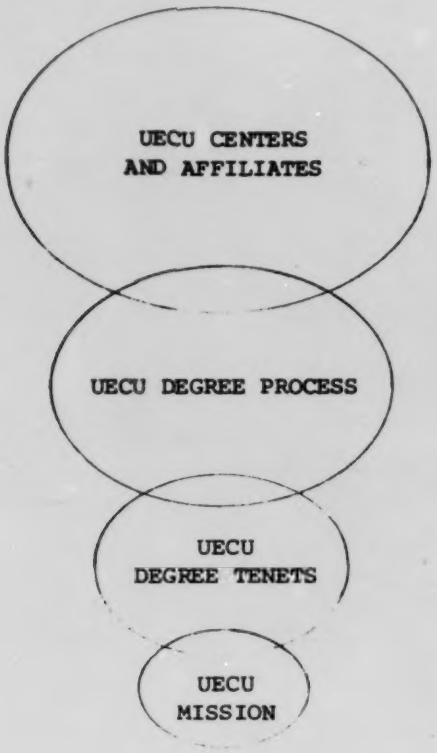


Figure 9. Evolutionary relationships between UECU Mission, Degree Tenets, Degree Process, Centers and Affiliates

A. UNDERSTANDING AND USING THE SYSTEM

UWW learners are expected to understanding the complex societal systems—social, ecological, economic, political—in which they live and work. They investigate the interrelationships of those systems which directly affect their lives and bind their chosen vocations to the rest of society.

Moreover, learners are supported in their efforts to assume more responsibility for their own lives. Involvement in their communities is another value given high priority.

This degree requirement is met by extending both the learner's knowledge and experience in these areas, taking into account the assessment of prior learning experiences.

B. BREADTH OF KNOWLEDGE AND UNDERSTANDING

UWW learners are expected to demonstrate:

— continuing development of communication skills, i.e., listening, speaking, reading, computing and writing;

— an increasing ability to be creative, critical and analytical as a life-long learner;

— knowledge concerning the major issues of social injustice confronting society, such as racism and sexism;

— continuing exposure to the variety of human experiences and expression, e.g., art, music, philosophy, and science, depending upon one's need for theory and/or direct experience.

— increasing one's capacity for responding positively to the trend toward shorter work time by valuing increasing leisure time, which will improve the learner's quality of life.

C. AREA OF CONCENTRATION

Each UWW learner engages in inquiry at a level that reflects depth of understanding in one or more areas, through:

— familiarity with a selection of the major literature and works in the area;

— an ability to rationalize one's own work and study in relation to the major theoretical perspectives in the area. This is not just a question of what "school" or tradition the learner embraces, but also understanding why the choice was made;

— knowledge of the relationship between the chosen area(s) of concentration and other related fields;

— an ability to use basic methodoligies and techniques related to the area(s) of concentration;

— an ability to conduct an inquiry or project in the area which demonstrates merit and excellence to others knowledgable in the area;

— at least one-fourth of baccalaureate learning is in the area of concentration.

D. SELF-DIRECTED LEARNING

UWW learners are expected to become self-directed learners, able to pursue life-long learning following graduation. Self-direction includes:

— familiarity with various ways of learning coupled with knowledge of the particular methods by which one learns most effectively;

— the ability to define and analyze learning components of one's life experiences;

— the ability to evaluate one's current status and needs relative to educational goals, e.g., self-assessment of current learning;

— knowing how to identify and locate appropriate learning resources, e.g., libraries and other community organizations, internship placements, local and national institutions, agencies and associations;

— knowing how to use effectively all available learning resources, e.g., professional, academic and technically oriented community faculty;

— contributing to the design and implementation of assessment criteria applicable to self-directed learning and academic performance, e.g., learner assessment of quarterly learning contracts;

— knowing how to establish appropriate learning goals, e.g., collaboration with committee in the degree plan process;

— knowing how to evaluate one's accomplishments of objectives, e.g., participation in the final degree review session.

E. WHOLENESS

This UECU baccalaureate degree criterion is designed to ensure that each UWW learner brings together the many diverse components that constitute a degree program. We distinguish wholeness from totality, a feature often characteristic of other educational program. The Union does not determine in advance the specific educational activities to be completed for a degree. Instead of specifying before matriculation, a total program in terms of what is included and excluded, we look for wholeness in the program a learner presents for evaluation at the completion of the degree process. Wholeness incorporates the concepts of *integration, coherence* and *systhesis*.

— integration is evident when there is a relationship between the learner's identification of a problem or task, the utilization of learning resources, the conceptualization of a strategy or plan and its successful implementation, and evaluation of these activities and actions;

— coherence is demonstrated by a learner's clear, precise and systematic exposition of a degree plan;

— systhesis is achieved by the learner's creation of a product or service, as a manifestation of learning.

UECU learners usually incorporate prior learning in their programs. All participate in the design of their degree plans, carrying out significant responsibilities, as developing self-directed individuals. All plans are unique, some may be similar, but none are identical. Wholeness as a degree criterion is thus particularly compatible with both the characteristics of UWW learners and the nature of the UECU learning process. Emphasis upon wholeness helps learners to assess continually the interrelationships of their learning experiences so that they can bring the diverse elements of the learning into a harmonious pattern.

Each UWW program, whether a UECU Center or Affiliate, subscribes to these five major degree criteria. The UECU registrar reviews each request for a diploma in terms of recording the fulfillment of the degree criteria. Periodic assessments of all programs are made under the UECU quality assurance system to determine how the basic degree requirements are being met by individual learners, with core faculty and Degree Committee assistance.

Each UWW program implements the criteria in ways appropriate to its constituency and consistent with its own internal mode of operation. For example, Flaming Rainbow is developing a cluster concept for learners working in their areas of concentration with faculty from related subject matter areas; URLC utilizes the degree criteria to maximize the learners' contributions to its sustaining Black community.

The UWW learner's degree plan is designed to bring together the learner, peers, core and community faculty as a formal decision-making committee. This committee has the major responsibility to implement the UECU baccalaureate degree criteria—within the context of sustaining a flexible, constituency-oriented curriculum through a learner-involved degree plan. The challenge facing all concerned is to achieve the UECU objective of sustaining the quality and integrity of the degree and and the same time, ensuring that the learning process maximizes personalized learning.

PERSONALIZED LEARNING

At the undergraduate level, UECU's commitment to personalized learning is reflected in a number of UWW processes. Current UWW learners engage in the following: (a) self-paced learning—the method of reflecting and appreciating each individual's internally derived sequence and pattern of acquiring knowledge and skills; (b) current experiential learning—the continuing emphasis on integrating though and action; (c) use of community resources—the awareness of, and interaction with, human, organizational and material resources in the learner's community; (d) contract learning—a written learning process specifying the relationship between the learner, the mentor, and the area of study or experience which reflects the intent to provide individualized experiences for a highly diverse learner-group; and (e) co-learning activity with currently enrolled peers or UWW graduates—the recognition and appreciation of peer contributions to a learner's education. The UECU emphasis on personalized learning reflects our respect for each individual's learning style and we avoid the more usual situation where a dominant mode of learning is superimposed on all who enroll.

DOCUMENTED EVALUATION/GRADUATION REVIEW

After a UWW learner designs an approved degree plan and begins to implement the various components, the emphasis shifts to documented evaluations in preparation for the final graduation review. Documented evaluation includes: (a) prior learning; (b) courses, workshops or seminars taken at various colleges and universities; and (c) other forms of learning, such as internships. UECU centers do not use grades or credits, although some affiliates continue to do so. Each learning activity or study undertaken by a learner is documented with a description of the work covered and an evaluation of learning outcomes by *both* the learner and a UECU faculty person (either core faculty or community faculty) when the unit of study is completed or otherwise terminated. Each evaluation is in full narrative form and provides information on the content and process upon which the evaluation is based, the evaluation criteria, the appropriate levels of achievement or competence demonstrated, specific recommendations for further study or work, and suggestions of appropriate learning resources the learner might use. At the end of each quarter, core faculty submit evaluation statements summarizing each learner's progress. In certain circumstances, such as course work at another college or university, a grade may be used if it is the only means of evaluation available.

In summary, narrative evaluations are prepared in terms of the learner's stated goals, the implementation process as reflected in the degree plan, resources utilized, time involved, and an evaluation of the quantity and quality of the learning gained.

The Graduation Review is a full Degree Committee meeting, held at least six months after degree plan approval, and with at least twelve months enrollment in the program. A person's readiness for graduation is based upon an overall evaluation of the learner's program by the Degree Committee, which determines that the learner's goals have been met and the UECU degree criteria fulfilled. This determination includes ascertaining that each UWW graduate has received formal

academic recognition for at least thirty-six months of baccalaureate-level learning, a requirement to be eligible for graduation, and that transcripting of all learning prior and current has been recorded.

Learners on interim status, a category designed to permit a person to withdraw from active pursuit of the program due to some personal, employment or financial need, are not considered actively enrolled. Therefore, the year minimum and three years of baccalaureate-degree work is exclusive of time spent on interim.

On the average UWW learners take slightly over seventeen months (17.1) to complete this process. At the conclusion, with a recommendation to award the degree from the final Graduation Review, the UECU expects to graduate a self-directed, life-long learner. The UWW learning process is displayed in figure 10. The process at one UWW center, UWW/Ohio, is shown in figure 11. Successful learners pursue either a Bachelor of Arts or a Bachelor of Sciences degree. The nature and content of the learner's major studies determines which degree is awarded. Learners concentrating in the Arts, Languages, History, Literature, Philosophy, i.e., in the Arts and Humanities, will normally be awarded the B.A. degree upon completion of their programs. Learners completing programs in pure or applied Science, Technology, or those with career orientations in Business, Social Work, Community Health, or Mass Communications will normally be awarded the B.S. degree. Finally, the learners engaging in the Social Sciences, in Education, in Interdisciplinary Studies involving the Social Sciences or Natural Sciences, and in Mathematics, will be awarded either the B.A. or the B.S. degree depending upon the decision of the Degree Review Committee, which acts on recommendations from the learner and the major resource faculty person.

SOME ADDITIONAL ACADEMIC PROCESSES

ACADEMIC GRIEVANCE PROCEDURE: As the UWW faculty has gained experience with the program it became necessary to institute a formal grievance procedure for those learners who wanted reconsideration of academic matters they felt unfair and detrimental to their learning. Consequently, the UWW Task Force developed and adopted the following process:

> Fair and prompt consideration shall be given to learner requests for reconsideration of decisions affecting their academic status. The procedure outlines here does not apply to issues related to learner employment in the UECU (for these see section X of *Statement of Personnel Practices*), nor for those specifically related to discrimination on the basis of sex, religion, or race (for these see *Affirmative Action Grievance Procedure*).
>
> The procedure described here applies to all decisions on academic progress and status; decisions made by the core faculty member and by the learner's Degree Committee.
>
> STEP ONE: The learner is asked to initiate the request for reconsideration by talking with the person or group that made the decision being questioned. (In the case of the Degree Committee, this request for reconsideration should normally be made at the meeting itself.)
>
> STEP TWO: Should Step One not resolve the issue, the learner should request a hearing before an *Academic Appeal Committee*. This committee, constituted for this specific hearing, shall consist of at least three members:
>
> (1) a peer selected by the learner;
>
> (2) a staff person selected by the faculty member or committee concerned who is acceptable to the learner; and
>
> (3) the chief academic officer at the UWW Center or Affiliate.
>
> This Academic Appeal Committee shall make its recommendations to the Center or Affiliate director who shall review the matter and make a decision.
>
> FINAL APPEAL can be made to the Undergraduate Dean of UECU, who will consult with the UWW Council prior to making a decision.

ACADEMIC REVIEW: A learner's enrollment may be terminated because of inadequate academic progress, evidenced by a learner's falilure to arrange or implement or evaluate or document completed learning activities over a 90-day period of full-time active enrollment. A request for academic review may be initiated by a learner's Degree Committee, by his/her UWW Advisor, or by the Center records officer. Written notice must be given to the learner at least 15 days prior to an academic review, in which the learner in invited to participate. Based on review of the learner's permanent academic file and interview with the assigned UWW

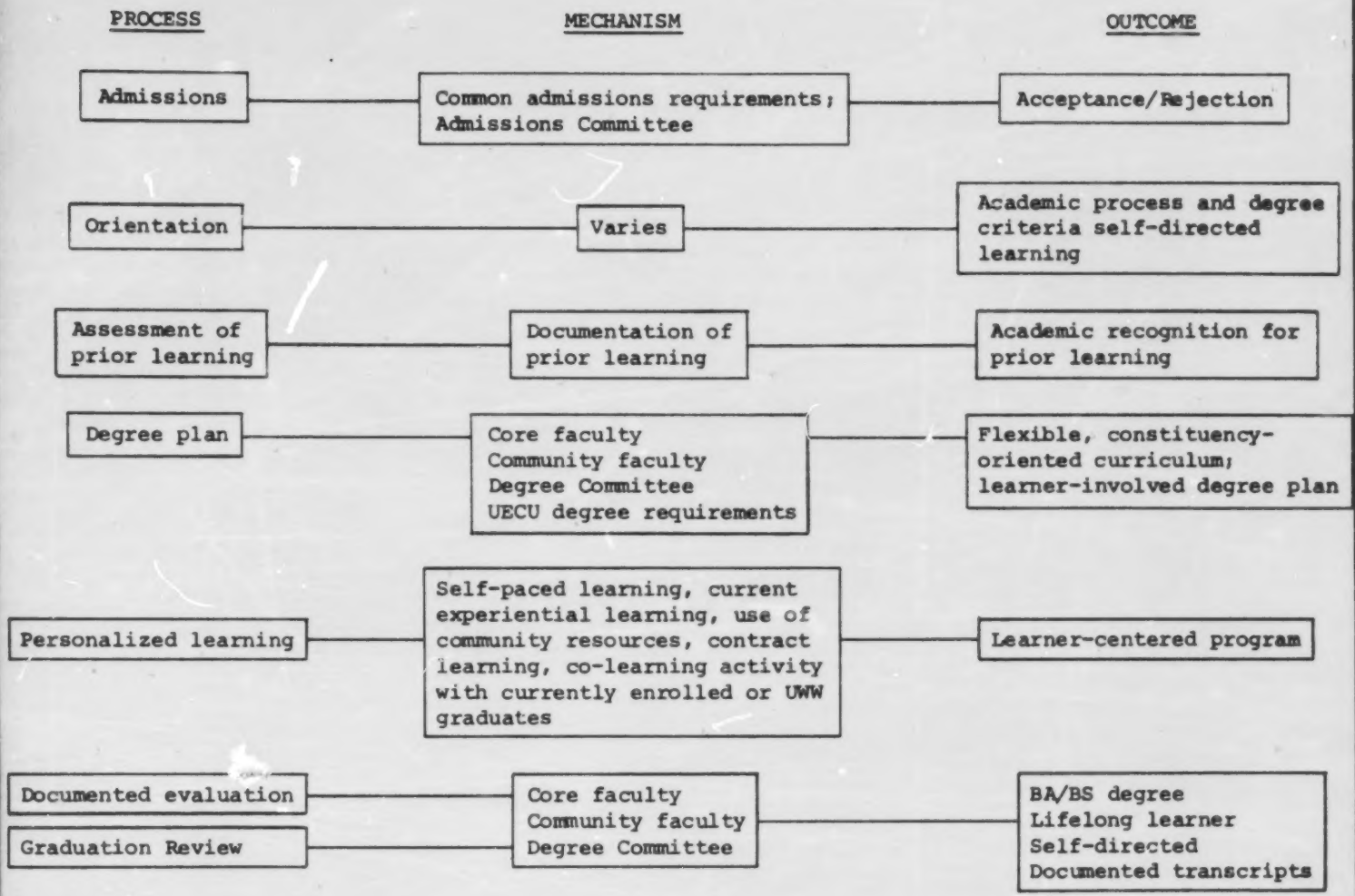


Figure 10. UECU/UWW Learning Process

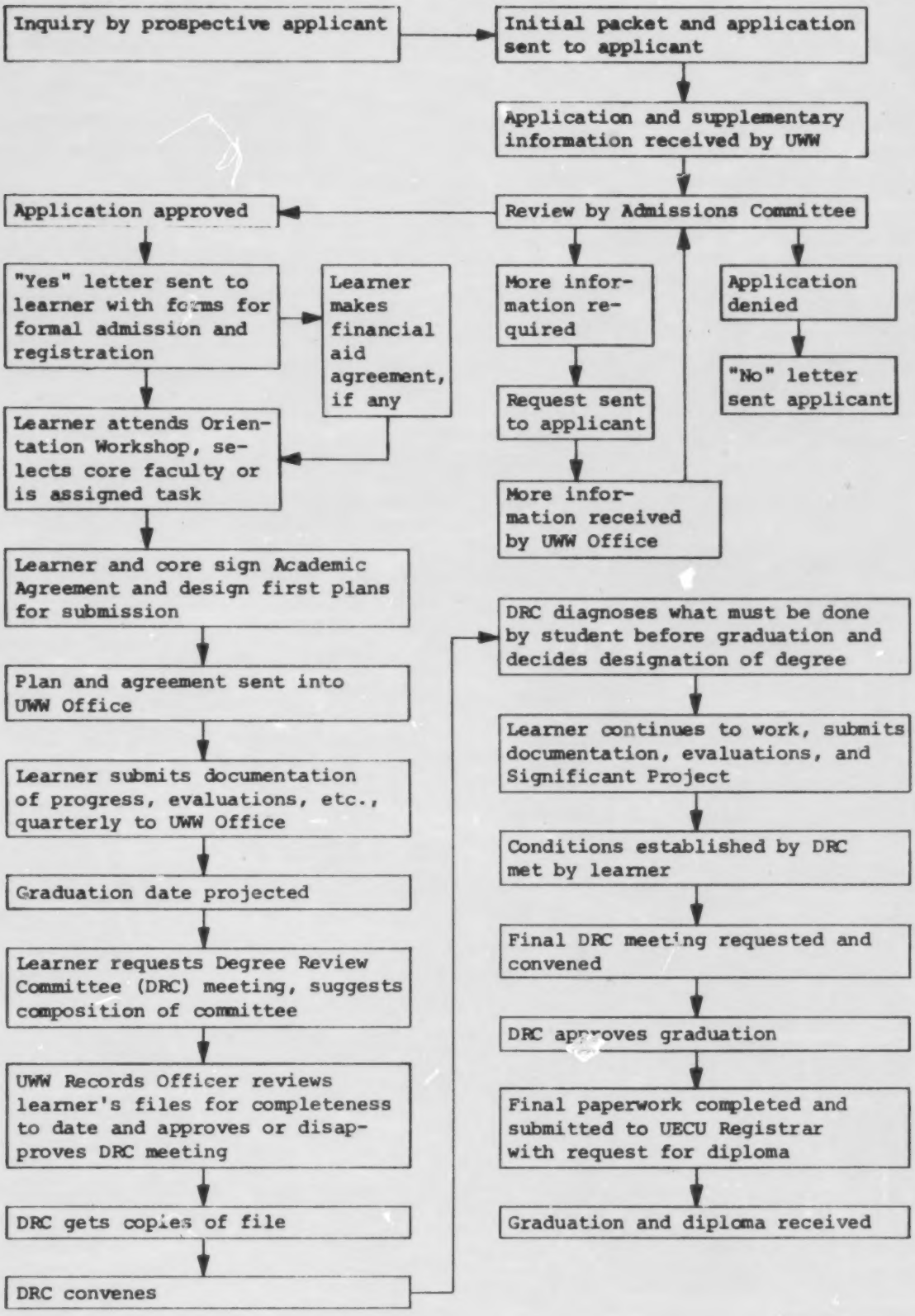

Inquiry by prospective applicant
Initial packet and application sent to applicant
Application and supplementary information received by UWW
Review by Admissions Committee
Application approved
"Yes" letter sent to learner with forms for formal admission and registration
Learner makes financial aid agreement, if any
Learner attends Orientation Workshop, selects core faculty or is assigned task
Learner and core sign Academic Agreement and design first plans for submission
Plan and agreement sent into UWW Office
Learner submits documentation of progress, evaluations, etc., quarterly to UWW Office
Graduation date projected
Learner requests Degree Review Committee (DRC) meeting, suggests composition of committee
UWW Records Officer reviews learner's files for completeness to date and approves or disapproves DRC meeting
DRC gets copies of file
DRC convenes
More information required
Request sent to applicant
More information received by UWW Office
Application denied
"No" letter sent applicant
DRC diagnoses what must be done by student before graduation and decides designation of degree
Learner continues to work, submits documentation, evaluations, and Significant Project
Conditions established by DRC met by learner
Final DRC meeting requested and convened
DRC approves graduation
Final paperwork completed and submitted to UECU Registrar with request for diploma
Graduation and diploma received

Figure 11. How UWW/Ohio works

Advisor, the Academic Review Panel makes a determination for continuation, probation, or termination. Each UWW program's Academic Review Panel also considers requests for waivers from some feature of the UECU learning process.

PROBATION: A special status, for a maximum duration of 90 days, during which the learner must address the specific concerns communicated in writing by the Academic Review Panel. Failure to do so results in disenrollment.

DEFINITION OF FULL-TIME STATUS

All UECU learners are enrolled full time only. Persons who cannot sustain full-time status are advised to delay matriculation until they can engage the learning process on a full-time basis. A full-time learner is one whose learning program requires from thirty-five to forty hours per week of engagement in educational activities and study which are planned with and approved by the faculty. Therefore, we hold the core faculty member responsible for the design and execution of a degree program involving the learner at least thirty-five hours a week.

We avoid the current pattern of credit accumulation through years of part-time enrollment, which characterizes many of the learners previous experiences with post-secondary education. Our emphasis on thought and action encourages a person to earn a livelihood and gain practical experience in a career. Learners may and do incorporate their employment in their degree plans. But we also wish to serve only those who are willing and able to develop a whole degree program,based upon our learning process, that integrates life's patterns and provides graduates with the knowledge of how to continue learning and earning. In this way the learner is more likely to sustain personal development and continue as a contributing member to the society. Learners who cannot devote the necessary energy and time to their programs are expected to withdraw or, if they can provide a convincing rationale, be placed on interim status, a special category for personal emergencies.

CENTERS, AFFILIATES AND THE UWW LEARNING PROCESS

UECU Centers and Affiliates subscribe to the basic UWW learning process. Each one, however, highlights particular aspects of the process which are compatible with their overall development. In this way, resources and energy are concentrated on various phases of the learning process, with experiences and related materials to be shared with other Centers, Affiliates and Associates. Associate members are also actively engaged in UWW developmental activities, and we expect out emergency network to incorporate mechanisms to increase the sharing of new ideas and ongoing activities.

Centers and Affiliates also are concerned about their indentity as a an operational unit, and each has identified its current developmental focus. Table 7 displays both this focus and the UWW learning feature to be highlighted by each UECU unit.

SUMMARY

The UWW learning process reflects the contributions of many persons, and it has served a large number of learners and graduates well, who feel strongly about their experiences. A survey of learners and graduates, with 315 responding, revealed that:

- Most had graduated from a traditional high school (79%), and some (15%) had achieved high school equivalency through the G.E.D.
- Most experienced the UWW as a flexible program design (87%).
- In general, learners described their overall experiences with UWW as favorable or very favorable (77).
- Most graduates would go through a UWW program again (86%).

These comments reflect the learners' and graduates' enthusiasm for the UWW degree process. With the basic learning framework in place and operational, UECU's energy will concentrate on ways to sustain quality as the processes undergo futher development and refinement. The learning process is not fully developed and will always be evolving. While UECU is still gaining valuable experience with the UWW program, there is little doubt that the learning processes developed thus far by and large impact positively on the learner's growth and development while working toward the baccalaureate degree.

TABLE 7

SELECTED UWW LEARNING PROCESS DEVELOPMENT

UECU Center or Affiliate	Developmental Focus	Learning Process Emphasis
Boriqua	Program for Latin community	Bi-lingual/bi-cultural learning
Flaming Rainbow	American Indian university	Synthesis of total UWW process
HIU	Career education Program for urban Chicanos Physically handicapped learners	Learning resource development
Micronesia	Career education	Organizing learning resources
New Orleans	Basic skills development	Methods of promoting co-learning
Ohio	Faculty development	Orientation Process
Providence	Resource networks	Organizing learning resources
UCLI	Program for Campesinos	Bi-lingual, bi-cultural learning
UCSD	Learning strategies for adults	Self-directed learning on a tutorial, 1-1 basis
URLC	Program for Black urban community	Degree committee and orientation process

The undergraduate and graduate learning processes share many of the same philosophical assumptions, and some comparable features are incorporated within each. However, the graduate processes are specifically designed for those seeking the doctoral degree, and Part B discusses these components in detail.

Part B

THE UNION GRADUATE SCHOOL

WHY THE DOCTOR OF PHILOSOPHY DEGREE?

Since the beginning, the UECU has offered only one graduate degree – the Doctor of Philosophy. Our decision to grant a Ph.D., rather than some other doctoral degree, such as the Doctor of Arts, recognizes the reality that the Ph.D. is the pre-eminent degree of higher learning. Our review of graduate program development in the United States supports our decision to award this degree, and only this one, to persons who successfully complete our graduate learning processes. Some background information and analysis may put this decision in perspective. Also, our review will suggest the criteria to be applied in assessing the UECU doctoral degree process.

Between 1820 and the First World War, almost nine-thousand American students travelled to Europe to attend German Universities, like Berlin, Leipzig, and Munich. There they learned new ways of viewing the world, especially how to make significant contributions to our knowledge through research methods that relied upon inductive generalizations and direct observations rather than deductive logic.

The large numbers of students pursuing advanced graduate studies in Germany alarmed higher education leaders here. As the thousands returned from Germany with their new degrees, they exerted pressure for changing graduate education in America. Some were brilliant scholars who took an active role in shaping this major transformation of higher education that saw new universities established, new disciplines created and the Doctor of Philosophy degree set up almost as a carbon copy of what was offered in German universities.

Although the Ph.D. was awarded for the first time by Yale in 1861, the opening of Johns Hopkins in 1876 – as a university, not a college – with increased emphasis on graduate studies and higher enrollment at the graduate level, represented a major innovation in higher education. More universities were founded and existing colleges quickly developed their graduate programs.

Graduate enrollments reflect the rapid development: From a beginning of eight graduate students in 1850 in the entire United States, the number grew to over 47,000 by 1930; during the 1950's American universties granted more doctorates than in all prior years up to that time. With considerable expansion in the 1960's of doctoral degree programs offered at existing universities, the number of doctorates awarded annually tripled during the decade, from 10,000 to 30,000 per year.

Doctoral education has been almost uniform in design and methods since its beginnings. The experiences and traditions brought to this country by American students studying in German universities in the late nineteenth century at their best incorporated a search for knowledge for its own sake, stripping away the false, the shallow and the inconsequential that veiled the truth. Students and professors, with the distinctions being blurred, joined together in a common search. These qualities of learning are reminiscent of the Middle Ages when a true scholar was both a student and a professor. And yet, one final tradition German scholars professed, and acted upon, was the application of the knowledge and skills toward social ends – often in direct service for the state.

The American Ph.D. incorporated many of these traditions, especially the learning and application of empirical research methodologies. These research methods were seen as the means toward achieving a dispassionate and objective search for knowledge. By 1900, with the establishment of the American Association of Universities, the criteria or standards for the award of the degree based upon meeting residence requirements, passing examinations, and writing a dissertation solidified the Ph.D. as almost identical to its German prototype. These traditions are strong and have been continually reinforced. For exmple, a 1972 Joint Committee on Accreditation of Graduate Work (composed of representatives from the Council of Graduate Schools, along with regional and native accreditation groups) developed a policy

which reflects the view of the degree as primarily for persons entering research fields. It emphasizes "research-oriented graduate degree programs, where the primary objective is to train graduate students through the Master's or Doctor's level as preparation for scholarly or research activity directed mainly toward the acquisition of new knowledge, and completion of the program ordinarily is identified by award of the degree of Master of Arts (M.A.), Master of Science (M.S.), or Doctor of Philosophy (Ph.D). . . ."

In spite of the emphasis on preparing Ph.D. holders to be productive researchers, the evidence reflects that by the 1920's not over one-fifth of the persons holding the degree had produced significant research beyond their dissertations. While there are many reasons for this, the most important one is that the Ph.D. also was the degree sought by those preparing to enter college teaching, a career that limits time for scholarly research. By the 1950's the Ph.D. was already seen as the "union card" necessary for teaching in colleges and universities. Although major efforts were made to design, implement and gain acceptance for other new, non-Ph.D. doctoral degrees for those planning futures in college teaching, there has been no wide-spread acceptance of most of these alternative degree programs. Interestingly, most experienced doctoral degree granting universities, those universities new to doctoral education, and, most importantly, the students themselves, tend to shy away from these more recently conceived doctoral degrees.

Long before the UECU contemplated its own program, critics were pointing out the shortcomings of doctoral education and raising serious issues. In 1960 Bernard Berelson, with Carnegie support, and Oliver Carmichael, in 1961, published works suggesting major modifications in graduate education. Among their concerns were the high attrition rates for persons pursuing graduate degrees; the preoccupations of some graduate faculty with publishing, consulting and the like to the extent that some students perceived the faculty to be indifferent to them; and the excessive time it took for students to complete their programs of study. One issue at the heart of the matter was the nature of the organization of graduate schools themselves, which according to Carmichael, had "resulted in specialization, the fragmentation of knowledge, focusing on minor problems instead of major issues, and substituting the pursuit of knowlege for the pursuit of truth as the basic goal of university education."

The criticisms of graduate education have continued, including the 1973 controversial report, *"Scholarship in Society,"* prepared by a panel appointed by the Council of Graduate Schools (COGS), and the more recent 1975 report, *"Outlook and Opportunites for Graduate Education,"* from the prestigious National Board on Graduate Education. The National Board recommended that graduate schools continue to develop different programs reflecting "differential strengths" by concentrating in areas where unique or unusual contributions could be made, rather than continuing "the 1960's trends toward a monolithic system modeled on a Harvard or Berkeley pattern," which so characterizes the rapid expansion of doctoral education in the late sixties and early seventies. Some universities in recent years have begun to respond to these concerns and recommendations. The recognition that changes can result in abuses has prompted the Council of Graduate Schools to publish two policy statements during the summer of 1977 bearing directly on alternative doctoral processes: *Non-Residential Graduate Degree Programs* and *Graduate Credit: Its Recognition and Transfer*. Finally COGS and the Council on Post-Secondary Accreditation have prepared a draft statement on *Accreditation and Graduate Education*.

Through the Union Graduate School, the UECU has responded to many of the issues and concerns currounding graduate education at the doctoral level. When we were planning our doctoral program, we had no interest in redefining the Doctor of Philosophy degree. Our position is the same today. There are some important distinctions in our program: (1) we have departed from the current system that advocated only one route to the doctorate; (2) we have embraced the constituency so often excluded from regular doctoral programs; (3) we are opposed to definitions, processess and unjustifiable requirements that inhibit or prevent learners from being contributors at the leading edge of developing scholarship; and (4) we are continuing to develop a doctoral learning process that is effective in bringing individuals to the same high level of achievement associated with the award of a Ph.D.

We award the Ph.D. because we hold it in such high esteem. We find in its earliest beginnings a reflection of our emphasis on theory and practice. We offer no other doctoral degrees because we find all of our capabilities and resouces uitlized in our current effort to revitalize the Ph.D.

Moreover, we recognize that the Ph.D. degree is research oriented. In our 1972 report to NCA on Candidate for Membership status, we stated our position as an institution granting the Ph.D. degree. Using the Oxford Dictionary as our guide we defined *research* as "intensive searching; the investigation toward discovery." That 1972 statement, which is still valid today, goes on to explain that *research* derives from *search*, "to examine thoroughly," and comes from the latin circare – to circle all around an object. The statement continues:

> *The Ph.D. is properly associated with intensive exploration and searching examination. Procedures will (and must) vary, of course, depending on the area of inquiry. It may call for scrutiny of living behavior in plants, animals or persons; inspection of artifacts, of paintings, or of books, or manuscripts. Research may focus on families, organizations, communities or larger social units. The target of careful observation may be a process, a product, and episode, an idea, a concept or a theory. The results of research may accrue to any area of human concern – economics, arts, welfare, government, philosophy or religion.*
> *Excellence in research is manifest in the seminal quality of interests and hypotheses, the persistence and ingenuity of investigation, the critical examination of evidence and the value of the findings for advancing knowledge, understanding and human welfare.*

The Union Graduate School has been gaining valuable experience in developing its Ph.D. program. While we plan to claim our place in graduate education, we also recognize that we have much to learn and already much to share with others involved in programs leading to the Ph.D. degree.

INTRODUCTION TO THE UGS LEARNING PROCESS

Those persons who engage the UGS doctoral learning process have much to accomplish between application and graduation. This section of the self study updates the UGS Bulletin by describing changes resulting from the self-study process, reporting data gathered from learners, graduates, core and adjunct professors, clarifying and expanding features of the overall process. The Graduate School is undergoing a major reorganization and, while the main learning process components will be basically unchanged, the implementation of the process will be directly affected.

ADMISSIONS

At the present time, prospective matriculants apply to one of the five UGS Centers, depending upon particular interests, place of residence, or knowledge of persons at the Center with whom they wish to work. All applicants complete a statement which answers the following three questions:

1. How would you describe and analyze your background, i.e., your physical, emotional, intellectual and spiritual development, as well as your work history?
2. What are your current interests and activities, e.g., the nature of your work and/or study, types of reading, areas of special interest, self-development, and the like? Also describe the study and/or work in which you have been engaged that leads you to apply to the Graduate School.
3. How do you conceptualize you proposed doctoral learning program at this time? Specifically, what are you major areas of interest? What are your strategies for learning? How does your proposed internship complement your self-development, and what do you propose as your Project Demonstrating Excellence?

In addition to this comprehensive statement, each applicant may submit other supporting evidence, such as college transcripts, national examination scores, and three references whose letters speak to the candidates's strengths, weaknesses and capacity for self-directed doctoral study.

We analyzed 249 applications in terms of total time from first request for information on the Graduate School to receipt of the application. The range was from one month to fifteen months, with the average time being just over three months.

Applications are submitted to a committee of faculty and learners for review and decision. The

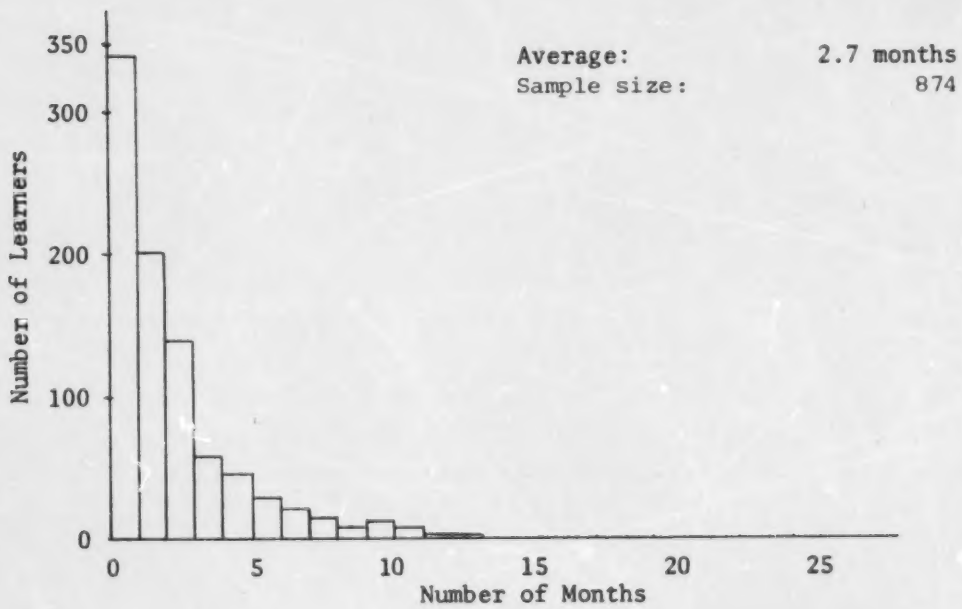
criteria utilized by admissions committees include the following attributes: high motivation; creativity and an active stance in the world; intellectually mature; capacity for high-level scholarship; record of past accomplishments; evidence of self-direction; sensitivity to social injustice; and understanding of issues of class, sex and race; a potential for personal development; ability to conceptualize and focus on ideas; a proposed project that demonstrates the need for resources beyond those provided by a more traditional doctoral program; interdisciplinary interests; and an ability to communicate original ideas. The decision to admit or reject is made on the basis of the pattern or gestalt of attributes presented by an applicant.

Candidates may be accepted, rejected, or asked to provide additional data, to rewrite sections of their applications, and/or undergo an interview. The committee's decision is communicated directly to the applicants, and those who are asked to provide more information, or those who are rejected, are told the committee's reasons for the action. It takes about two months to process an application, as figure 12 reveals.

Graduates and current learners were asked why they chose to apply to UGS. With 587 persons responding to a survey made in the spring of 1976, their answers are displayed in figure 13.

Those who are accepted are given one year to matriculate at a colloquium. Figure 14 indicates that people begin their program about five months after being accepted. Persons who matriculated more than one year after acceptance preceeded the present policy limiting applicants to one year between acceptance and matriculation.

Figure 12. Time from application to acceptance



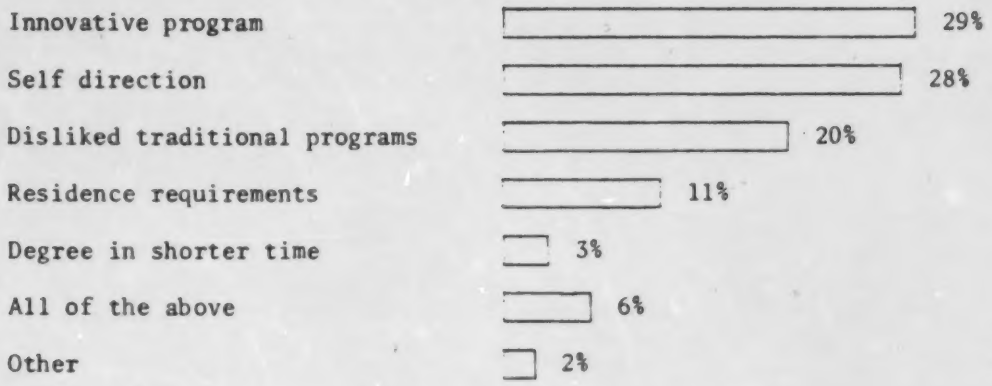


Figure 13. Reasons for choosing UGS

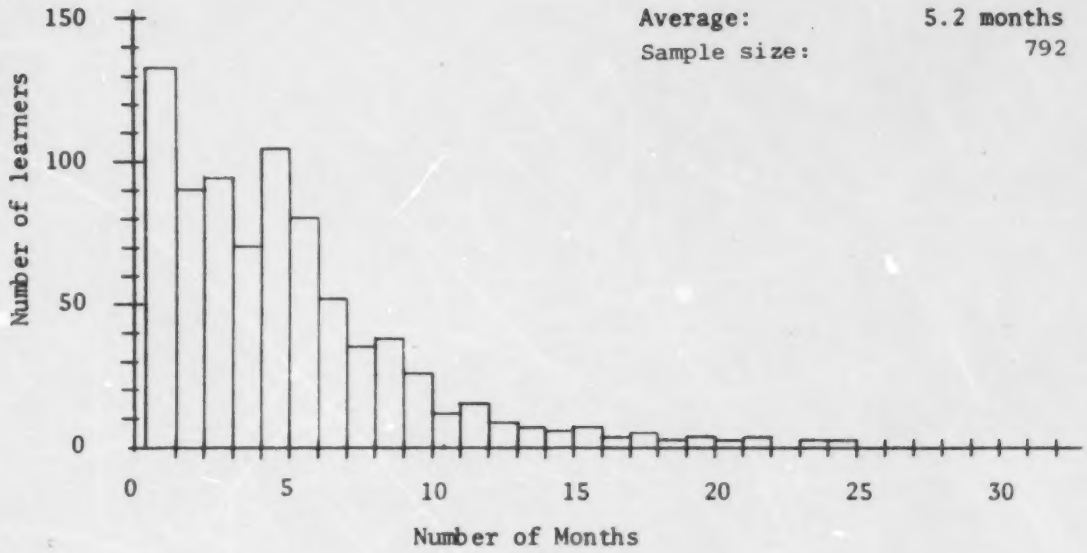


Figure 14. Time from acceptance to colloquium

COLLOQUIA

All persons admitted to the Graduate School begin their doctoral experience by attending a colloquium. Originally, colloquia were six weeks long, now the various UGS centers organize colloquia in a variety of ways: some are four weeks long, others two, some take place on a continuing basis on each weekend. The varying formats reflect our efforts to respond to some learners' suggestion to change the colloquia experience. We search to find the most effective way to bring the learners' educational process together through this residential experience. Each colloquium has core faculty members as convenors. The colloquim experience is,

essentially, a time to interact with the Graduate School community, understand the basic learning process expectations, and begin to engage the UECU network. The issues of racism, sexism and other social injustices are actively condidered as a regular part of the colloquia experience. Through the colloquia the UGS processes are communicated to learners, seventy-two percent of who reported that these processes were communicated clearly. The entry colloquium is only part of the total residential requirement. The remaining time, up to six weeks, is spent in Graduate School sponsored seminars, mini-colloquia, and one or two day meetings with core faculty, and similar other activities designed to bring the Graduate School community together. Certification and graduation sessions do not count toward meeting residency requirements.

DOCTORAL COMMITTEE

Once a learner has completed the matriculating colloquium, the next step is the formation of the doctoral committee. First, a core faculty member is identified who serves as a full committee member and as "keeper of the process." That is, the core faculty ensures that all graduate learning processes are fulfilled. Adjunct professors and peers are also selected, and, at times, a consultant or two is appointed. The doctoral committee consists of a minimum of six persons: the doctoral learner, a core faculty member, two adjunct professors, and two other learners, or graduates, as peers, who serve as full and equal committee members.

Adjunct professors, the recognized experts in the learner's area of study, are nominated by the learner, reviewed and approved by the learner's core professor, and appointed by the UGS center director. Another person involved with the learner but who does not interact directly with the committee is the second reader (or co-core in UGS-West), who engages the process toward the end and evaluates the learner's program, including the Project Demonstrating Excellence. This second core is chosen in consultation with the learner. The purpose of the co-core/second reader feature of the program is to improve the overall quality assurance of both the process and products. This feature also tends to promote colleagiality among the core faculty who provide feedback to one another as they serve in this role.

The learner's doctoral committee is the primary learning network for each person enrolled. The care taken in constructing the committee reflects on the learner throughout the process. Normally, the learner's committee retains the same membership throughout the program. However, it is possible for changes to occur, with certain limitations. Prior to the circulation of the Learner's Agreement in preparation for certification, committees may be restructured by the learner in consultation with the core. Following certification, committee replacements must have the approval of the core faculty member unless it is the core faculty member who is being replaced. Core faculty replacement must be approved by each center's Waiver Committee. Criticism of a learner's work by a committee member does not constitute grounds for replacement. All instances of committee change must be documented, and all new committee members sign the Learner's Agreement.

Responses from adjunct and core professors regarding the number of persons on the doctoral committee indicated that 93 percent of the adjuncts and 99 percent of the core faculty supported the present committee size.

LEARNER-AS-CHAIRPERSON

One unique feature of Union Graduate School is that the UGS learner assumes the responsibility as Chairperson of the doctoral committee. While there are a variety of skills involved, the learner as Chairperson has five major areas of responsibility:

(1) communication with learning network members;
(2) socialization of committee members;
(3) development of an intellectual/personal support system;
(4) experiential growth; and
(5) the degree committee process.

Communication is extremely important throughout the UGS process; it takes on added dimension when the learner assumes the role of doctoral committee Chairperson. The learner is responsible for making clear what is needed from each committee member (as well as other

consultants and support people recruited for the committee.) Assuring that committee members follow through with agreements in only part of the carefully negotiated process, often requiring significant amounts of time and effort to bring about a successful conclusion. Communication may be frequent or infrequent, formal or informal, with choice of a variety of modes. The learner's communication skills usually improve throughout this process, becoming increasingly clear and precise.

A second area involves the socialization of the committee. UGS learners often find adjunct professors of their own choosing, who are then approved and appointed by the Graduate School, with specified expectations for persons serving in this capacity. Although UGS has written guidelines for committee members, the learner as Chairperson shares, with the core faculty member, the important task of socializing persons new to the process about their roles and responsibilities.

The support system a UGS learner develops is a third dimension of chairing one's doctoral committee. Throughout the program, a learner will need a variety of forms of support from the doctoral committee members. Often this support will be objective and deal with substantive issues, while at other times the learner will need emotional and subjective support. Learners also place themselves on an "action-reflection" continuum; the type of committee support will differ according to how well the members have been selected and how fully they perform their differing functions. Most important, the learner has major responsibility for bringing forth the necessary support as appropriate.

The fourth dimension involves the continual process of increasing understanding of and competence in assuming leadership of the committee and the hightened self-image that this evokes. This supports both the actualization and the self-recognition of a learner's autonomous style and adequacy.

The fifth dimension involves the varied aspects of the degree committee process. Here the learner has a choice of desired working relationships with one's doctoral committee. There are several continuums: at times, the process may need to be co-operative, while at others, a constructively adversial process may be more rewarding. Committee members can be brought together periodically or a learner can limit her/his collective meetings to two – certification and graduation – with all other meetings with committee members taking place on a one-to-one basis. And, the learner can decide to what degree the committee process will be public or private, in terms of sharing information among committee members or with interested outsiders.

The UGS doctoral process is complex, and the doctoral committee is the organizing heart of the process. The learner is faced with significant responsibilities in understanding and communicating UGS processes and expectations; discovering and developing the necessary network of human and material resources; communicating with clarity and precision with those who are a part of the learning network. Furthermore, as Chairperson, a learner is fully responsible for preparing a Project Demonstrating Excellence which reflects a creative social contribution and those engagements with life which promote personal development. Through fulfilling these reponsibilities, the UGS learner makes signigicant progress towards becoming a life-long, self-directed learner.

In our survey of learners, graduates, core and adjunct faculty members, we asked about the doctoral committee. Ninety percent of the responding learners and graduates reported that their core faculty member was available as needed. And, responding to a statement that the adjunct professor model works well, Table 8 displays the results.

TABLE 8

UGS ADJUNCT PROFESSOR MODEL

	Agree	Disagree	No Opinion
Learners/Graduates	87%	2%	11%
Adjuncts	81	7	12
Core	75	21	4

CERTIFICATION

Certification, similar to candidacy in a usual doctoral program, is the time when a learner has a program which incorporates all the requirements of the Graduate School. Each person prepares a certification statement and the full doctoral committee meets to review and approve the proposed program. Certification occurs with the committee's unanimous agreement to the candidate's proposed program, based upon the following Graduate School policy statement:

UGS LEARNER'S AGREEMENT

The Learner's Agreement (LA) is developed just prior to certification. It is a comprehensive statement by the UGS learner which spells out both intellectual and personal goals. It includes all those learning activities through which the learner proposes to fulfill the major components of UGS doctoral study, and it explicates the significant social implications of the learner's program. At the time of certification, the LA becomes the explicit agreement between certification and graduation. Even though the explicit LA format is left to the Learner, and can vary in length, detail, and organization, a number of important areas need to be covered within each LA.

First, the LA provides a full statement of what the learner has accomplished since entering UGS at a colloquium, and what the learner intends to do while enrolled in the program. The LA lists the colloquium attended, the seminars or mini-colloquia, courses, meetings and conferences the learner has attended, and readings that have been completed; in short, all those events which illustrate the learner's progress since enrolling in the Graduate School.

A second section presents the learner's activities and plans relating to the internship, including how long it has lasted or will last, where it has taken place or will take place, and how it will be verified. The Internship segment of the LA specifies the new learning to be incorporated into the program, ensuring that it is not "business as usual".

A third area of the Learner's Agreement sets forth a concise statement about the proposed Project Demonstrating Excellence. Some learners prepare long introductory statements, while others present the basic outline of the entire PDE. But essentially, the basic content and form of the proposed PDE is spelled out in this section, as well as the criteria by which the PDE will be evaluated.

Fourth, the LA presents a plan for acquiring or demonstrating expertise in the learner's area or areas of learning. The plan may consist of proposed seminars, courses, workshops, slected readings and similar experiences which the learner anticipates incorporating into the total degree program, or it may consist of a proposal for presenting existing expertise to the committee.

Fifth, the LA makes explicit the learner's goals and proposed activities relating to personal development; these areas constitute an important dimension of the UGS doctoral program because they contribute directly to the development of self-directed, life-long learning capabilities.

Finally, the LA discusses the nature and frequency of communication anticipated between the learner and the doctoral committee. How is the learner going to communicate? What response is expected from the committee? Are responses to be shared among committee members, and if so, how? Since committee communications may take various forms, it is important for the learner to make the desired process clear in the LA.

The LA becomes a formal agreement upon certification and is subject to later modifications at the learner's initiative, to reflect new developments, learnings, and sometimes unavoidable changes in committee membership. UGS doctoral study is an evolutionary process; it is not possible to foresee all the opportunities and difficulties that may intervene between agreement of the committee at the time of certification and completion of the program. Amendment of a Learning Agreement is a sign of growth of the Learner, not a sign of instability. All changes are considered important modifications, and must be discussed with and concurred in by the committee. The LA is the official agreement between the learner, the committee and the Union Graduate School.

Certification meetings are tape-recorded to allow the learner to review the discussion as needed. Certification may not be held in less than six months from matriculation, and learners

have a maximum of two years to be certified. As figure 15 indicates, learners take about a year to become certified. Variances with the policies stated above indicate that these policies were not in effect at the beginning of the program.

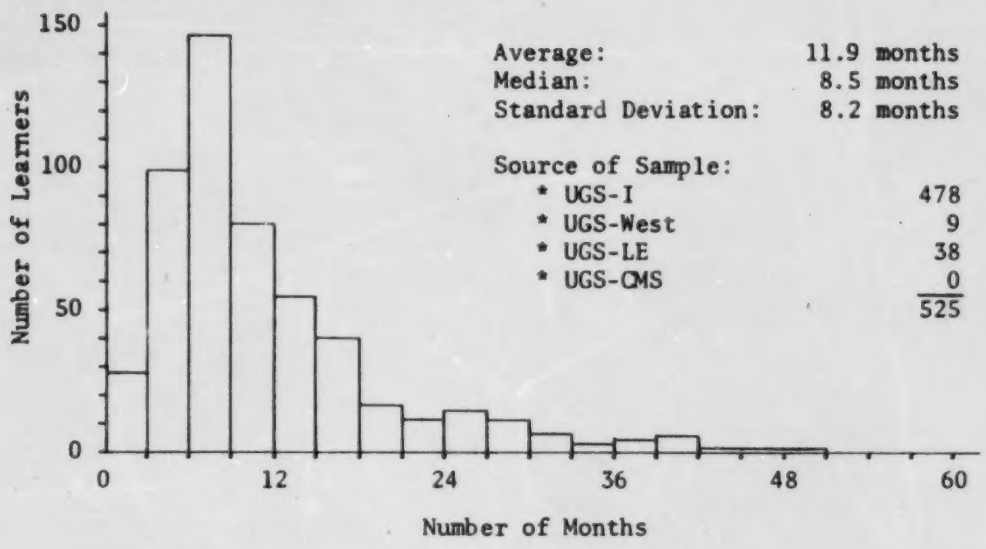


Figure 15. Time from colloquium to certification

INTERNSHIP EXPERIENCE

Our intent is to ensure through the internship that every doctoral candidate participates in a new experience related to the development of knowledge and skills. UGS learners are practicing professionals and, by and large, they have been engaged in their practice, usually holding responsible positions, for some time. Part of their doctoral program is devoted to discontinuing "business as usual" to explore new learning quite unfamiliar to them. The internship is designed to promote that end. It is three months long as a minimum, but for some it lasts throughout their total program. I may take a variety of forms, involving working with a single person, a group, or with organizations. The internship may be closely related to the PDE, or one's profession, or it may be quite unrelated to either and utilized to explore some dimension of personal development – another UGS required process.

We did an analysis of the graduates in terms of the internship requirement. Table 9 shows the great variety of experiences included in this component. This table also indicates that many internships were not verified or, where appropriate, supervised. Consequently, UGS now requires all learners to submit verification of the internship. For some, the internship is a very important time for exploration, while for others it seems to be somewhat contrived experience, described by one graduate respondent as "artificial, and hence burdensome."

UGS is still committed to this program component. We recognize, however, that it requires further refinement to ensure that learners utilize it for significant experiential learning. We know that we come closer to a knowledge of reality by our attempts to change it. The internship is designed to help learners acquire the skills and self-understanding necessary to bring theory and practice closer together. The statement in the UGS Bulletin will be revised and examples of productive internship experiences will be prepared for new matriculants.

TABLE 9

UGS INTERNSHIPS

Duration (Months)	Selected Internship Examples								Total	Supervised/ Verified	
	Teaching and Research	Administration	Arts and Literature	Committee Service	Counseling and Psychology	Business	Political Activity	Other		Yes	No
0-3	33	4	7	2	15	3	1	5	65	33	32
4-6	28	5	8	1	13	3	3	6	67	34	33
7-9	24	9	6	4	11	3	2	6	65	30	35
0-12	22	10	4	5	23	2	1	11	78	42	36
2-18	21	6	6	9	15	1	4	7	69	32	37
19+	39	10	9	2	24	4	1	9	98	52	46

PERSONAL DEVELOPMENT

"To understand everything
except oneself is very comical."
Kierkegaard

One of the dominant features of Union Graduate School is its requirement that each learner of actively engage in some form of personal development. Most doctoral programs hold in highest regard the intellectual development and the products (usually dissertations) produced by their graduates. UGS shares that view of the importance of intellectual development and the product. We value equally highly, however, both process and product. Also, we understand that people undergo important changes in most doctoral programs; it is the rare person who can engage in doctoral studies without being affected by the process.

We emphasize this component, in part, because of the nature of those who choose to enroll with us. UGS doctoral learners are much older (average 37 years) than those who pursue graduate work through the doctorate shortly after earning their baccalaureate dgrees. UGS learners usually have completed their master's degrees and are already active in their various careers. They are bright energetic folk who have established themselves in positions of influence and responsibility. After some years in their careers, through which they have demonstrated their competence, they consider returning to graduate school to complete their doctorate. Most of them are in the middle of their lives and are quite successful achievers, for which they have been amply rewarded by society.

The reasons many older persons consider seeking a doctoral degree relates not only to the need for the "credential," but more interestingly to the beginning awareness that their presently active lives are in need of more, or new, stimuli to ensure that the latter half of their lives is as challenging and creative as the first half. The continuing effort toward socially recognized acheivement, such as position and income levels, is no longer sufficiently rewarding for most UGS learners. And since many have established relationships with spouses, colleagues and friends, purchased homes, and reared families, their struggle in many ways is lessening and life patterns have become much more settled. The fruits of these activities also tend to contain some worrisome qualities. According to Carl Jung in his essay, *The Stages of Life*:

> *The nearer we appoach to the middle of life, and the better we have succeeded in entrenching ourselves in our personal attitudes and social positions, the more it appears as if we had discovered the right course and the right principles of behavior. For this reason we suppose them to be eternally valid and make a virtue of unchangeably clinging to them.*

Many UGS learners enter the program with this perspective. One reason the colloquium experience is so powerful for so many is that it exposes persons to others who have very different – and strongly held – ideals and beliefs. Such exposure requires most people to stop and reflect upon their own lives.

Midlife can be a time of major transformation in one's life. What worked for the first half of life will not do for the latter half, and we are unprepared for the latter half because we believe the same truths and ideals will suffice. Not so, as Jung again points out:

> *. . . We cannot live the afternoon of life according to the programme of life's morning; for what was great in the morning will be little at evening, and what in the morning was true will at evening have become a lie.*

The Graduate School, by making explicit its emphasis on personal development, is then in a position to assist a person undergo the necessary transformations, primarily by examining his/her personal issues and marshalling resources to address some of them. The intent is to strike a balance between devoting energy to the betterment of society and giving serious attention to oneself. The hoped-for outcome of such an important process is what Erik Erickson in *IDENTITY: Youth and Crisis* has termed *integrity*. A person with integrity, in this sense, is one who is able to take care of his/herself and respond to others, who understands life's triumphs and disappointments, and who is "ready to take, and eventually to renounce,

leadership in the present." This quality of integrity is joined by other vital, individual strengths, such as faith, purposefulness, competence, love, care and wisdom.

UGS learners who actively discover and engage some of the issues confronting them are inevitably enriched through the process. But the results affect our institutions as well since, as Erickson makes clear, the vital, individual strengths flow into the life of institutions, and "without them institutions wilt and without the spirit of institutions pervading the patterns of care and love, instruction and training, no strength could emerge from the sequence of generations."

We place such emphasis on personal development because it is so directly connected to UECU's objectives of personalized learning and our efforts to make a socially significant impact. The UGS learning processes are designed to discover and assist those who are ready for self-transformation.

The fact that UGS usually enters a person's life just when he or she is ready for change is no accident. Our admissions process is designed to discover those who are ready, or have already begun, to examine their lives. The concept of personal development is introduced at colloquia, and the personal interactions, coupled with the need to select peers and a core faculty member ensures that personal issues are raised. For example, a faculty member may choose not to work with a learner, a not-so-unusual occurence since core faculty are not assigned, and the consequences of that decision may directly relate to the learner's willingness to change. Mini-colloquia, seminars and other UGS events provide a matriculant the space and challenge to begin to address the personal development dimension. A learner may, and many do, use the UGS internship requirement to explore new self-understanding by working directly with others who are more knowledgeable and experienced in this area. The learner's doctoral commitee may include members who can contribute directly to this important UGS component.

Certainly, the learner as Chairperson of the doctoral committee will encounter issues related to leadership, style, interpersonal relations, criticism and self-criticism. There is also an extensive UECU network, accessible through the commitee, that contains the resources a learner needs to deal with personal issues.

By the time of certification the matriculant specifies, as part of the Learner's Agreement, what issue, or issues, are to be included in the personal development component. And some learners who began their programs with one plan, began exploring personal change through journals which then became their P.D.E.'s. One learner's P.D.E., a result of this process, is published as a book, entitled: *Phoenix: An Analysis of an Existential Experience.*

In sum, the UGS process actively promotes the identification and exploration of personal change issues – not alone, but with the assistance of others – and the learning about oneself is reviewed and assessed by the committee at graduation.

Personal development is another component of the UGS program that is still undergoing refinement and it, like some other components, is not wholly endorsed by some learners, core faculty or other committee members. New and controversial concepts take time to be assimilated, but our desire for creating life-long learners who can continue to make significant social contributions requires that we be explicit about and true to the importance of personal development.

In our attempts to assess this dimension of the program we received responses from over 500 learners and graduates in answer to the question regarding important life changes before and after being involved with UGS. Table 10 shows the changes reported.

TABLE 10

CHANGE REPORTED BEFORE AND AFTER INVOLVEMENT WITH UGS

	Increase	Same or Less
Pursuit of intellectual interests	68	32
Prestige and recognition	53	47
Satisfaction with religion or life values	46	54
Active participation in social action projects	45	55
Satisfaction with love, marriage, family	36	64

We also attempted to assess the impact of UGS on learners' lives and the external expression of the impact in terms of life style. The results of this assessment are shown in Figure 16.

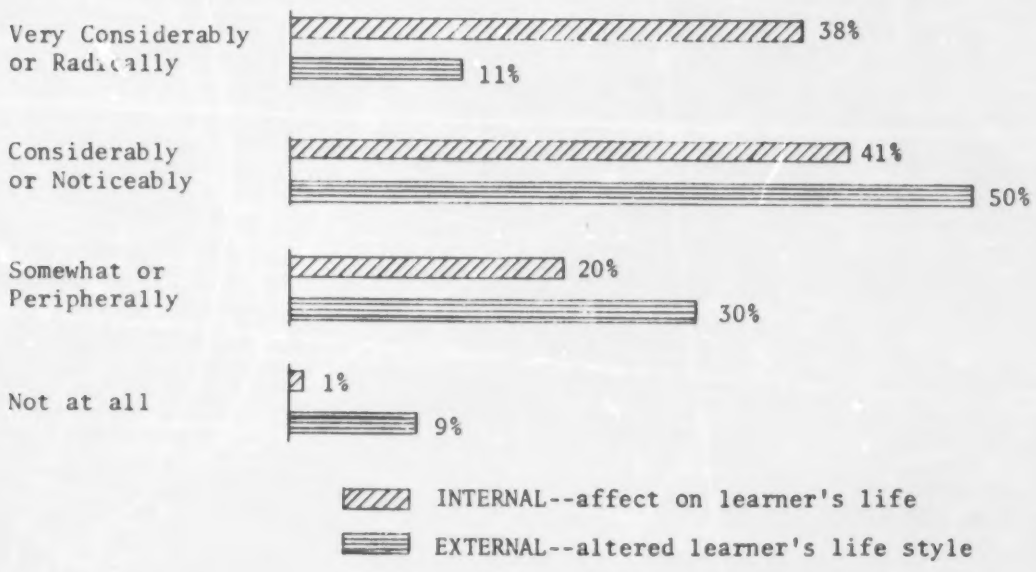


Figure 16. UGS impact

Perhaps the best way to conclude this section is to let one of the UGS graduates speak for herself:

> *The UGS experience was, for me, a profound way to move from one point to another in my life. It allowed me to reevaluate, reflect and reposition myself for the next stage of my development using my mind, body, and spirit. My personal way was one of integration of my previous experience as an interior designer, woman, wife, mother to environmental psychologist. I am continuing the process of synthesizing my earlier career and professional knowledge with a wider, more humanistic way of working.*

PROJECT DEMONSTRATING EXCELLENCE

Learner's Agreement. An essential part of that agreement is completion of a satisfactory Project Demonstrating Excellence (PDE).

While often equated with the dissertation of traditional Ph.D programs, this perception is not a correct one. While some UGS learners do write dissertations, there is freedom so that learners can, where appropriate, choose other forms of expression, analysis and exposition, including: a publishable book, a unified series of essays or articles, a project of social change or innovation, outstanding creations in poetry, media presentations, painting, or musical composition. This view is supported by Alfred North Whitehad in *The Aims of Education*:

> *It must not be supposed that the output of a university in the form of original ideas is solely to be measured by printed papers and books labled with the names of their authors. Mankind is as individual in its mode of output as in the substance of is thoughts. For some of the most fertile minds composition in writing or in a form reducible to writing, seems to be an impossibility.*

The PDE must represent a significant contribution to our culture. Discarding the usual dissertation and its accompanying rules and regulations as a degree requirement has required us to clarify our evolving concepts and to specify the criteria for judging UGS PDE's. While we argue against absolute standards and rely upon each learner's doctoral committee to develop appropriate and explicit quality criteria, the Graduate School has set forth some guidelines to be used in judging the PDE:

FOR SCIENTIFIC RESEARCH REPORTS:

Standards for Research Reports should be essentially similar to those for scientific research investigation in other Ph.D. programs. The usual concerns for hypotheses worth testing; reliability and validity of measures; adequate controls; appropriate statistical tests; and productive suggestions for subsequent research are applicable.

FOR PHILOSOPHIC AND THEORETICAL CONTRIBUTIONS:

The writer must demonstrate familiarity with what predecessors have written in the field and in other closely related fields, but must go clearly beyond previous efforts. The learner presents a concept, or system or concepts, which he or she believes to be a demonstrable contribution beyond what others have produced.

BIOGRAPHIES, CASE STUDIES AND OTHER HISTORICAL INQUIRIES:

Standards of excellence in this field are similar to those in other graduate schools. High quality studies build upon all that has previously been written, but also enter new territory. They may do so, for example, by taking subjects who (or which) have been important but relatively neglected. New territory may also refer to a fresh viewpoint, exploring relationships not well developed in earlier studies. Source materials must be properly documented and critically appraised. Primary sources should be used when available. Individuals and events must be interpreted in context, with awareness of the multiplicity of factors (biological, economic, social, psychological, etc.) which have been influential. A self-examination does not constitute a satisfactory project of this type. A superior project has implications for understanding not only the past but also the present and the emerging future.

REPORTS OF CREATIVE ACTION PROJECTS:

Excellence in creative action projects is evidenced by competent diagnosis of a social

situtation requiring action; by ingenious invention of procedures for meeting the need; by measures of effectiveness in actually changing the situation; and by critical thinking in evaluating what was done so that others can learn from the learner's experiences, both successes and failures. It is unsatisfactory simply to recommend new social structures or actions of intervention. These must be tried out in actual operation, at least so far as a completed pilot project. A handbook on social action or organizational development should have been tested appropriate field situations.

ARTISTIC/CREATIVE PROJECTS; FICTION, DRAMA, POETRY FILMS, MUSIC:

The subject matter must not be trivial, but demonstrate seriousness of purpose and a sense of depth. It must explore something new; not "a rage for novelty" as Coleridge calls it, nor striving after originality at any cost, nor a passion to be avant-garde, but something in the work should surprise one with a shock of discovery and insight. It should bear clearly the overall stamp of whoever made it and not too reminiscent of any other artist, past or present, however great or fashionable.

Craft should be perceptible in the style, organization and execution Structures and rhythyms at all levels should reflect the learner's efforts. And, structures and rhythym in the overall work should be apparent in the sense of continuity and completeness; the magic of sudden reminiscence where an earlier detail, unexplained then, fits later in the story, or the way in which a poem may circle back on itself, the end repeating the beginning, leaving mind and body with a sense of protound satisfaction.

If particular forms or traditional structures are used, e.g., a sonnet or a symphony, they should be, as far as is reasonable, comparable with the work of other reputable artists. Finally, the completed work should have a public as well as a private dimension. It cannot be so individual and private as to be comprehensible only to the learner, or a coterie of like minds. It should be capable of educating or pleasing a public.

OTHER PROJECTS:

Many PDE's will not fit neatly into the above categories. In such cases multiple quidelines must be consulted and/or new guidelines designed. In cases where many media are used, it will be necessary to complement the media with a comprehensive written statement. One should choose the medium most appropriate to the analysis and information to be conveyed and use that medium as effectively as possible.

So far our experience with various forms of non-written PDE's is limited and we are still evolving guidelines. Regardless of the final form one's PDE takes, all learners prepare a written statement which discusses the content, analysis, and conclusions of their inquiry. And we continually strive to ensure that a successful PDE is an activity of creative scholarship which is an advance beyond present knowledge and a contribution of social relevance. UGS learners are expected to prepare a PDE which is sharable with those who express an interest in the completed work. In those cases where circulation is restricted, the graduate has written a supporting rationale; prepared in consultation with and approved by the doctoral committee. Final approval is granted by the UGS Waiver Committee.

PROGRAM SUMMARY

As the learner approaches graduation, a program summary is prepared. UGS expects this written document to be specific and analytical as the following policy statement makes clear:

UGS PROGRAM SUMMARY

The Program Summary is an integral component of the total UGS doctoral process. It is to be a reflective, analytical statement covering all significant aspects of the learner's program. As a comprehensive statement, it is (1) a description of the learning experiences undertaken while in the program, and (2) an articulate synthesis concerning the relationships between the various program components.

PART I: BASIC INFORMATION

Name

Address:

Present employment:

Date entered UGS:

Colloquium attended:

Date of Certification:

Date of Graduation:

Designation of your doctoral area of study:

Describe how you filfilled your residency requirements:

Number of graduate credits earned prior to entering UGS program:

List courses taken in other graduate school(s) during period of affiliation with UGS:

List workshops, conferences or other group experiences undertaken while with UGS:

List your publications and/or works of art by the following categories:

a. publications prior to entering UGS:
b. publications during UGS tenure:

List the social action programs in which you were a *prime mover;* for instance, if you started an organization or developed unique program to effect social change, please list by the following categories:

a. prior to entering UGS:
b. during UGS tenure:

List all degrees held and colleges or universities where earned at the time of completing UGS:

PART II: ANALYSIS AND REFLECTION ON DOCTORAL LEARNING

In this part of your Program Summary statement you should demonstrate how all components of your doctoral program, as specified in your Learner's Agreement, were interrelated and the quantity and quality of learning gained from each. This section reflects the Graduate School's emphasis on developing a comprehensive program. It enables those with whom it is shared to gain a sense of your total process. The major UGS components listed below are to be included in your analysis:

A. LEARNING-OUTREACH ACTIVITIES

Describe and analyze the activities that constituted your learning outreach, covering the following:

1. Appraise each course, seminar, workshop or conferenc you attended while in the program, and indicate how each contributed to your total doctoral program.
2. Discuss readings and visual experiences that have been of *exceptional* value in your learning, e.g., books, periodicals, films and theatre.
3. Describe any interviewing, traveling, or discussions you had with persons other than those serving on your committee, and appraise their value to you.
4. Reflect upon social action programs you engaged in as part of your UGS learning and indicate how they related to previous activities, if appropriate, and their place in your current program.
5. If you kept a log or journal, describe the process and assess its place in your learning.

B. INTERNSHIP OR PRACTICUM

Describe your internship, including what it (or they) was, where it took place, how long it lasted, and how it was verified. Also, indicate the new skills and understanding you acquired through this process and specify how they related to your total program.

Evaluate your internship in terns of whether or not it lived up to your expectations, whether you would do it again, and what might be ways to increase the impact of this experience. If you used your present employment in fulfilling this program component, specify what was different from what you would have normally done.

C. PROJECT DEMONSTRATING EXCELLENCE (PDE)

While your PDE is a separate document, it is still a part of the total UGS process. In this section, reflect upon and provide an analysis of your PDE in terms of the fulfillment of your learning objectives and how it is related to the other major UGS program components. Also, provide a five-hundred (500) word abstract of your PDE.

D. PERSONAL DEVELOPMENT

Identify and appraise the issue(s) you chose to explore as part of your total UGS process, including the methods used to identify the issue(s), the activities engaged, and the impact of such an exploration. Relate this part of your learning process to your total program.

PART III: VALUE OF THE UGS PROCESS

Since the Graduate School learning processes are continually undergoing refinement and improvement, your analysis of these processes is an essential part of the program. *Reflect upon, determine the value of, and indicate how each of the following processe* contributed to your total program:

A. DOCTORAL COMMITTEE INPUT AND PROCESS

Describe your method of choosing and communicating with your doctoral committee. Indicate both the *quality* and the *quantity* of each member's contribution. Also, discuss your role as chairperson of your committee. This is to be completed before or after your graduation.

B. VALUE OF THE COLLOQUIUM

Discuss and evaluate your colloquium experience and give particular attention to how well you were introduced to the UGS process and in what ways this experience might be improved.

C. VALUE OF CERTIFICATION

Describe your certification process, including the design of your Learner's Agreement and the importance of this event for you in the total process.

D. VALUE OF THE GRADUATION MEETING

Review and reflect upon this final UGS process by indicating what worth it had for you, and discuss ways in which it might be improved. Indicate to what extent it provided you with some insights about your future directions.

GRADUATION

With completion of the PDE, fulfillment of the Learner's Agreement, and preparing most of the Program Summary, the doctoral candidate applies for the Ph.D. by submitting these works in full for review and appraisal by the doctoral committee. This graduation meeting, with all committee members present, cannot take place less than three months following certification, and only when a learner will have been in the program eighteen months on a full-time basis. Until May, 1977, the minimum time in the UGS program was one year. However, the self-study process analyzed the quality of one-year completions in terms of work undertaken and the ability of learners to accomplish all components of the process. Our analysis found that one year was simply not enough time, and the minimum time in the program was extended to eighteen months, effective with all new matriculants.

Graduation cannot be held until all committee members have agreed that the PDE and Program Summary are satisfactory in their present form and require no additional revisions, except for final typing. Also, the second reader/co-core report is made before graduation.

The required prior approval of the PDE and Program Summary is designed to reduce, if not alleviate, the adversarial quality associated with most doctoral programs at this point. This is not to say that there are not sharp differences of opinion between a learner and the committee in seeking each person's approval in writing. However, we believe that more positive learning results when the learner can be assured that the committee has agreed to graduation.

At the graduation event four important objectives are to be accomplished: (1) a review of the learner's total program is made in terms of the Learner's Agreement; (2) the final naming of the area or areas of study leading to the Ph.D. is made at this meeting; (3) the committee makes candid assessments of the successes and failures of the overall learning process, including the

interactions among the committee; and (4) since this is the last time the learner is likely to be involved with a group of people who have formally assisted and assessed her or him in advanced learning, the committee points to the future with the new graduate by providing insights about next steps, strengths and weaknesses to be taken into account and ways that life-long learning can be maximized.

A learner has a maximum of four years to complete this total process. The average time between certification and graduation is 12.9 months, and the mean total time in the program, based upon 341 graduates, is 24.2 months (median 20.5 months).

SOME OTHER UGS COMPONENTS

The following policy statements will clarify some additional graduate learning processes:

A. INTERIM STATUS

UGS learners are expected to work continuously toward completing their degree requirments once they matriculate in the program. Interim Status is designed as a means for learners to interrupt their programs due to some *emergency*. When a learner seeks to "go interim" the situtation is communicated to the committee before applying (through the core faculty) to the appropriate director for interim status. There are three reasons for seeking this status: personal, programmatic, and financial.

Personal reasons for seeking interim status include acute health illnesses, death in the immediate family, divorce or similar interpersonal crises, changing employment situations, or international travel unrelated to the learner's program.

Programmatic reasons relate to the UGS process breaking down, such as the dissolution of a significant portion of a learner's committee or a major change in degree focus. In these situations, a learner can make a case to be on interim while s/he thinks through the doctoral program, its appropriateness for the person at that point in life and whether or not to proceed toward the doctorate.

The financial reasons for seeking interim status relate to the learner's available resources for the program costs. Interim status is approved by UGS only after serious efforts habe been made to secure financial aid through grants and loans.

Interim status, when approved, is intially for a period not less than three months and up to six months, subject to another six months extension with a supporting rationale and UGS director allowed. No more than one interim period is normally allowed. Persons on interim receive only minimal service from the Graduate School, and from committee persons involved in their learning network. Certification and graduation sessions may not be held, and time spent on interim is included within the four year maximum requirement for completion of the program; however, all learners are required to be actively enrolled for an eighteen-month minimum exclusive of time spent on interim status.

When a learner has been on interim status, and is preparing to resume the program, s/he confers with the core faculty member to discuss returning to active status. A six-month period is required between return to active status and graduation.

Interim status is granted only after careful review of the learner's request. It enables the Graduate School to both reinforce its objective of sustaining the maticulated learner in an ongoing process toward degree completion, and enables it to arise and seriously interrupt the learner's progress toward completing the degree program.

Interim fee is not rebatable and is not contributed toward tuition. The fee is $100 for each six-month period.

B. REBATE POLICIES

Within the UGS framework, a learner engages in a variety of learning outreach activities. UGS processes do not include the offering of courses and many other direct learning experiences; nevertheless, the Graduate School expects learners to possess, or acquire, certain educational experiences even though they are not offered directly by UGS. Therefore, learners engage a wide variety of colleges, universities, institutes, orgainzations and groups for direct instruction, or for individual and group learning. The purpose of the rebate

is to broaden this arena and the means for increasing and/or developing one's learning experiences. Specification of appropriate educational activities is to be included as part of the UGS Learner's Agreement, reporting those already completed, those underway and proposed use of rebate funds is approved at the Learner's Certification Meeting by the entire doctoral committee.

The rebate fund consists of 25 per cent of all tuition paid. In order to give the Learner time to organize their doctoral committee and to secure committee members approval of present and proposed use of rebate funds, no disbursement can be made from this fund, however, until a Learner's first two quarters' tuition have been pain in full. The unused portion of the fund reverts to the institution ninety days after the Learner has graduated.

Appropriate use of the rebate fund consists of:

1. Honoraria for Adjuncts who have been approved and appointed (The usual fee is $125 at certification and $125 at graduation).
2. Adjunct and committee peer travel for certification and graduation sessions.
3. Conference calls in some instances as they relate to certification and graduation.
4. Tuition for approved courses and approved fees for workshops and conferences.
5. Up to $300 for domestic long distance travel to conferences and workshops (This is the only authorized travel for the Learner).
6. Up to one-half the cost of specific equipment necessary for the completion of the PDE, such as cassettes, film, projector, etc.

The rebate fund does not cover the following:

Secretarial assistance, typewriters, books, xeroxing, office supplies, honorarium to anyone other than appointed Adjuncts, travel to colloquia and other general travel, core faculty travel, telephone calls or other incidentals.

Learners apply for rebate funds and approval is granted by the Core Faculty member before payment is authorized. In this way, the rebated tuition portion is utilized for learning outreach activities directly related to the ongoing doctoral program.

C. EXIT PROCESSES

The UGS bulletin describes some of the exit processes, based upon an evaluation and assessment of a learner's progress (page 20). Learners may be exited at other points as well, for the following reasons:

1. fraud or deception for the purpose of admission; falsification of records; or plagiarism;
2. inability of the learner to obtain a core faculty member within 90 days from matriculation;
3. incapability to present doctoral work of a sufficiently high quality to warrant continuation in the program.

Persons not completing their programs within four years are also exited unless they apply for and receive an extension. A learner who makes such a request is referred to Waiver Committee. No interim status is permitted during extensions.

SUMMARY

These Graduate School learning processes are designed for creative, purposeful persons with high self-esteem who can seriously engage doctoral-level study resulting in the award of the Ph.D. degree.

We asked learners and graduates to rank order their experiences with the learning process in terms of what component was most important to them. The results are shown in Table 11:

TABLE 11

RANK ORDER OF UGS PROCESSES
BASED ON NUMBER OF TIMES
CHOSEN FIRST IN PERCENTAGES

UGS Event	Percentage
PDE	33
Designing Learner's Agreement	30
Colloquium	28
Other--personal development, etc.	25
Internship	11
Certification	3
Graduation	3

One other general question we asked learners and graduates was what they would like to be changed. Table 12 reports those results.

TABLE 12

CHANGE GRADUATE PROCESS OR KEEP AS IS

	Percentage	
	As Is	Change
Colloquia	54	38
Committee	89	7
Learner-as-chairperson	82	7
Learner's Agreement	87	5
Certification	84	7
Internship	86	6
Rebate	70	16
PDE	92	2
Graduation	79	4

(Totals do not equal 100% because no opinion and not applicable not counted.)

We have given attention to the colloquia design and substance. As a summary statement the following survey responses reflect some of the overall attitudes of our learners and graduates:

–Morale was higher as a UGS student than as an undergraduate (76%)

– UGS educational processes are communicated very well (72%)

– The UGS process is effective (91%)

– Self-directed study works (99%)

– Students experienced the UGS program design as being flexible (95%)

– UGS does well what it claims to do (99%)

– UGS efforts to combine theory and practice succeed (94%)

– Most students would enroll in UGS again if they had it to do over again (97%)

– Most students would recommend with confidence or enthusiasm a respected associate to UGS (95%)

– Students and graduates overall attitude toward UGS at the moment is good or very good (95%)

– Most UGS students and graduates regard UGS academic standards as being at least above average (76%)

ATTRITION FROM UECU DEGREE PROGRAMS

Each UECU undergraduate and graduate program presents different issues in terms of atttition. Those learners who enroll and then fail to complete the process are of special concern to the Union, since it is attempting to build a learning system that enables people to complete their educational programs rather than adding to the frustration that individuals feel when they again attempt and fail to complete a degree program.

Attrition, or "fade-aways," is a serious concern at the undergraduate level. Over 500 learners have withdrawn from UWW programs since July 1975, many of them minority persons – those the Union is most concerned with serving. During the same period we have graduated almost 600 persons at the baccalaureate level.

A comparison of the data on graduates, currently enrolled learners, and withdrawals, is most revealing. Table 13 displays this data. The large percentage of white graduates indicates that whites can participate in the UWW learning process much more successfully than can minority group members. Perhaps this data is skewed by the fact that 228 of the total number of graduates were from Antioch/West and most of those enrollees were white. Nevertheless, to the extent that the UECU learning processes fail to work as well for minorities as for whites, there is cause for serious concern.

TABLE 13

PERCENTAGE OF WHITE AND MINORITY UWW LEARNERS BY GRADUATES, CURRENTLY ENROLLED AND WITHDRAWALS

	White	Minority
Graduates --overall	75%	25%
Currently enrolled	33%	67%
Withdrawals	31%	69%

Perhaps our recent special services grant from the USOE for developing techniques to assess the impact of the UWW learning process on minority persons will shed some light on this perplexing issue. the fact is that the Union cannot accept a fade-away rate of about 40 percent – a percentage that has held constant in the UWW network for two years. This concern is a top priority for the UWW network; we will spell out our intentions for addressing this problem in the chapter on future plans.

At the graduate level, the picture is less disturbing. Persons who did not complete the UGS program were sent a questionnaire. Those who withdrew appear to have chosen UGS for the same reasons as those who remained with the program – they liked its flexibility and concentration on wholeness and the individual. Some who withdrew voiced concern about our "fixation with process," as one person put it. Reasons given for withdrawal included usual ones, like finances, and some more penetrating comments, such as "immobilized by (program) responsibilities and incapacity to meet them," "no delivery of services," "four years were up," and "could not put committee together."

About 100 persons have dropped out of the UGS program. The responses to the survey of 78 of those who failed to complete the program did not reveal any serious flaws in the graduate learning process.

Chapter IV

SUPPORTING COMPONENTS

In order to accomplish its mission, UECU incorporates a number of supporting components designed to facilitate the learning processes and serve its clientele. These components are divided into six sections in this chapter and cover many of the usual features associated with an institution of higher education: administration, faculty resources, learning resources, governance, financial resources, and quality assurance. These components contribute significantly to the Union as a Consortiium, a movement, and a degree-granting institution. By describing them as supporting components we are reinforcing our highest priorities of serving the constituency and developing the learning processes. The sustaining components contribute significantly to our overall effort and success, but they are always to be viewed as supportive to the Union's primary mission and not to become more important than the persons for whom they were designed to serve.

Part A

UECU ADMINISTRATION

During the past year a number of important changes have transpired at the UECU which have far-reaching consequences for the overall organization and administration of the Union. for example, we changed presidents, admitted new Consortium members, brought the Board of Trustees to its full complement, reorganized the administration and moved our headquarters to Cincinnati. Many of these changes are a consequence of our continuing evaluation of the Union as a degree-granting institution.

BOARDS

As a Consortium, the UECU is organized as a membership corporation with authority based in a Membership Board comprised of the Chief executive officers, or their designates, of each institution or organization holding membership. The Membership Board meets annually and, as provided for in the UECU by-laws, carries out two important responsibilities: the selection of new Consortium members, and the election of the Board of Trustees. There are sixteen Trustees and approximately one-third are to be persons not affiliated with Consortium members. the by-laws also provides for one member from the UWW division and one from UGS. The present composition of the Board and their respective terms follows:

BOARD OF TRUSTEES

To serve until 1978:

Jules Pagano, Massachusetts Regional Community College System, Boston, Mass., Chairperson, Corporation Membership

Milton Schwebel, Dean Graduate School, Ruters University

Dorothy Williams, U.S. Department of Housing and Urban Development (on leave)

Ben Davis, UGS-West, UGS Representative

Elinor Greenberg, UWW/Loretto Heights College, UWW Representative

To serve until 1979:

Martin Chamberlain, University of California/San Diego

Ronal Williams, Northeastern Illinois University

James P. Dixon, University of North Carolina, Chairperson, Board of Trustees

William Birenbaum, Antioch college

James H. Mullen, Philadelphia College of Textiles and Science

Robert Woodbury, Universty of Massachusetts, Vice Chairperson, Board of Trustees

To serve until 1980:

Jerry Cohen, Community College of Baltimore

Benjamin Alexander, Chicago State University

Carol Pollis, University of Wisconsin/Green Bay

Carlos Esqueda, Universidad de Campesinos Libres

William Engbretson, Daniel Hale Williams University, Chicago, Illinois

Samuel Baskin, Goodwin Watson Distinguished Professor and Director, Watson Institute, ex-officio

King V. cheek, Jr., President, ex-officio

The functions of the Trustees are similar to those usually assumed by trustees of a college or university. It is their responsibility to formally approve policies relating to the management and operation of the total institution; to elect and appoint its chief executive officer; and to receive recommendations from him/her for the conduct of the affairs to the institution. They participate in the development of general goals and directions which the institution will pursue and, more specifically, generally oversee and enforce the corporate accountability for the total UECU.

The Trustees were organized following adoption of the corporate by-laws, and the presently constituted Board has met twice. A Trustee executive committee met until July on a bi-monthly basis. Now that the transition has been completed, the executive committee intends to disband and the full Board will meet on a quarterly basis. This is more consistent with UECU's philosophy of involving more people, rather than less, in its decision-making processes, bringing policy decisions as close to the sustaining Consortium members as possible.

The emphasis on policy development with the full Trustee Board will also contribute to the needed revitalization of the Consortium. The college and university Consortium representatives have often been UWW program directors, acting as presidential designates. With the addition of non-collegiate organizations as Consortium members, the Board more active and meeting as a whole, and a renewed emphasis on Consortium development, a hoped-for result is to increase the involvement of the chief executive officers of the Consortium members. Therefore, the revitalization of the Consortium has become one of our top priorities, and the direct and increased involvement of the Trustees, who are selected and appointed by the Consortium members, will help accomplish this objective.

The Union operates with a President, who serves at the pleasure of the Board. He is responsible for policy implementation and in advising the Board as to the general state of the enterprise.

ADMINISTRATIVE ORGANIZATION

The Union has tried a variety of organizational arrangements in its central staff to assist the President. Some were not adequate to get necessary tasks accomplished, some were too grandiose, beyond both the need and the institution's means. Recently, there has been a movement within the UECU to explore methods of working with members of the Consortium to handle some institutional functions which tend to require extensive administrative support. For example, as a result of the self-study process we have attempted to identify some overall institutional functions, like the financial operation, and parts of the registrar's activity, which can be done better by an existing college or university, thus reducing our duplication of efforts and cost. More importantly, we have chosen to develop a small central administrative staff to maximize the vitality in the UECU network through its centers affiliates and associates. The present organizational chart, shown in Figure 17, reflects these decisions. This chart reflects a change from a larger and much more costly central administrative staff with various vice-presidents to a modest central office. Essentially, the President will be assisted by five persons, three line officers and two staff officers.

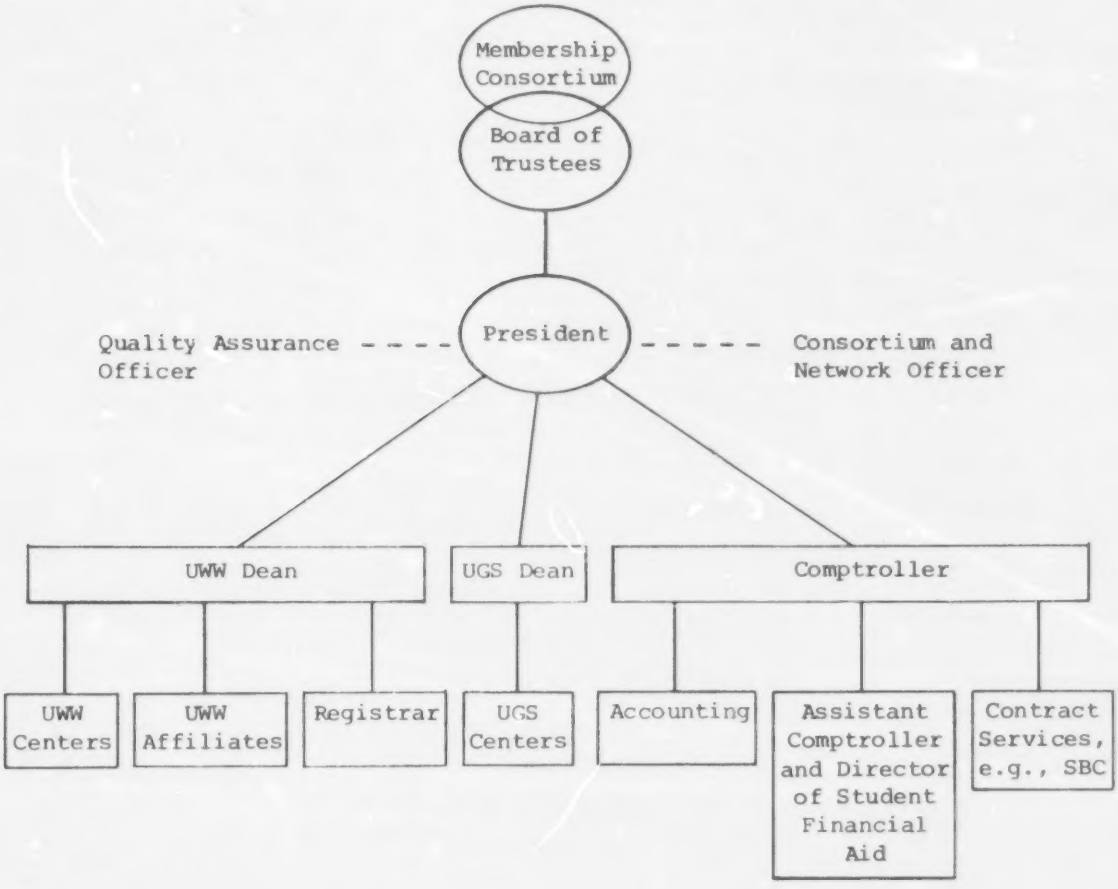


Figure 17. UECU organizational chart

The Dean of Undergraduate Program, Graduate School Dean and the Comptroller report directly to the President and carry out assigned tasks with presidentially delegated authorities and responsibilities. These three officers are similar to their counterparts in other colleges and universities.

The administrative organization includes two staff officers reporting to the President: one for the quality-assurance system, and one for Consortium development and to assist him in his work within higher education. The UECU Quality Assurance System is described in Part F; however, this officer is delegated the responsibility of designing and implementing periodic review processes related to all present and future degree-granting activities and to assess evolving networking functions. The staff officer for Consortium development and related activities reflects the high priority the UECU is placing on revitalizing of the Consortium and maximizing its impact on higher education.

At the present time we are engaged in a search and screening process for the two academic officers, one undergraduate and one graduate. While this activity is taking place the President has retained an educational consultant who is providing needed assistance. The five person central office staff working directly with the President will constitute a major team building effort wthin UECU. The success of our network building is related to our own efforts in providing leadership for the Union through team building.

REGISTRAR'S OFFICE

The Registrar's office has received considerable discussion during the past year. Initial development of the office illustrated the difficulties of modifying existing practices for an interactive Union built on an extensive network of people, places and resources. We have the additional difficulty of dealing with narrative transcripts, Projects Demonstrating Excellence, and often times voluminous learner portfolios. Following an outside consultant's recommendations, we have established a registrar system which meets our basic needs for learners and faculty, supplies necessary data, and ensures that the UECU degree is issued after all expectations have been met. Essentially, the intent of the Union is to develop capability at the center and affiliate level with overall responsibility and coordination to be provided by the central registrar. The consultant's report specifies UECU's role:

> The Registrar's function within the Union is unlike any other in the nation. The needs of assuring adequate, accurate and timely registration/records information is similar, but because of unit autonomy the functions are different. There is a strong need to establish data flow procedures and provide information resources for Unit Directors and/or Records Officers. Individual units must be in a position to respond to learner needs for certifications and transcript issue as well as registration. Certain classes of transactions must be transmitted to central for compiling reports. Timeliness is critical as agreements about the detail need to be worked out. Some transactions (i.e., finnancial aid, reports, and billing) would only occur when linked to enrollment.
>
> The proposed role of the central resources for registrarial functions of both undergraduate and graduate is to:
>
> 1. support unit autonomy/flexibility while assuring controls for accreditation/fiscal integrity;
> 2. provide consultative/training services to units on registration, certification and records functions; budget for travel and some external consultants is essential;
> 3. audit admission, registration and records file integrity of units especially during Performance Audit Reviews;
> 4. direct the design of procedures to support informational/financial requirements; use of computer capabilities would facilitate efficient three-way communication between learners, units and central;
> 5. provide enrollment reports especially as required by state and federal governments;
> 6. provide institutional research services for both individual units and network;
> 7. provide resources to units to assist in the evaluation of previous learning.

The Registrar, other administrative officers of UECU, and the directors of the undergraduate and graduate centers constitute the overall groups responsible for assisting the President with implementation of policies and programs. In the current President's first year of office much attention has been given toward the design and installation of an administrative framework for the Union that would carry forward the work of the UECU in terms of its stated goals and objectives. A number of personnel changes have occurred as a result; none of them were easy decisions for us to make.

PERSONNEL POLICIES AND PRACTICES

During this ongoing self-study process, the UECU personnel policies were analyzed and re-written, with input from the three task forces and adoption in principle by the Board of Trustees. This *Statement of Personnel Practices* has some unusual features because we wish to equalize benefits for all who join with us and eliminate unjustifiable discriminatory practices. The most important one is our attempt to minimize the distinction between classes of employees; therefore, we have identified only two categories: continuing and temporary. Among the continuing staff, one further distinction is made to identify those wth faculty status. Other than these differences, all UECU personel are treated similarly. although a separate document spells out the policies and practices, some features are worth noting here. For example, all employees are appointed for a six-month probationary period, and after one year are entitled to six months notice regarding renewal of contracts. All receive the same fringe benefits and vacation time effective this fiscal year. Our efforts in these areas reflect upon our objectives of developing a person-centered institution, and to bring our rhetoric and practice closer together. The personnel practices recognize the contribution and commitment of all persons who choose to work with us, whether a typist or core professor, by eliminating arbitrary distinctions. Perhaps this is best reflected in the UECU fringe benefit package.

Like most institutions of higher education, the UECU provides general staff benefits to all permanent employees, such as medical and life insurance, disability benefits, and unemployment compensation. Unlike most colleges and universities, UECU provides equal retirement benefits for eligible employees regardless of the position they occupy. In order to accomplish this end, our TIAA-CREF retirement benefits for faculty and administrators were reduced from a 13 percent of salary benefit provided by UECU to a 10 percent UECU contribution for all continuing employees. With this action we join the 53 other institutions, with over 3,000 participating, that offer retirement programs for non-faculty, non-administrative staff members.

Another equalizing benefit is twenty days vacation time for all permanent employees. We have made vacation days nonaccruable in an effort to counteract the "burn-out" factor so often associated wth innovative programs like ours. Under our use-the-vacation-time-or-lose-it policy, we encourage staff to make early plans for vacations and place a high priority on utilization of the earned time to provide for self-renewal and other personal priorities.

Some other unique features of the personnel policies are related to parental leave, which permits either parent to stay with a newly acquired child. We also have the usual holidays, along with one day to be declared at the option of the central headquarters or at each program center or affiliate. some centers use this day to celebrate holidays special to their constituency, while others give each employee their birthdays as a paid holiday.

The UECU personnel practices make clear the grievance procedures, required performance evaluation formats for all employees, and other important conditions of service. We have given special attention to the process to be utilized in decisions not to renew the contract of a continuing employee. Our policies and practices are still undergoing refinement and improvement. For instance, we offer no basic medical coverage, only major medical through TIAA. Also, some needed benefits are wholly unprovided for, such as outpatient therapeutic expenses. Coverage in these areas is left as a total employee responsibility. these benefits, when available will also contribute to lessening the "burn-out" problem.

CENTRAL HEADQUARTERS

As of July 1, the UECU moved its headquarters to Cincinnati. This decision reflects our dual objectives of concentrating on development of our network and keeping operational costs down. While UECU has been located since its beginnings on the Antioch College campus in Yellow Springs, the high cost of holding meetings (with car rentals and distant accomodations) and the growth of the Union required a change. Several alternatives were considered; Cincinnati was chosen as the most accessible location for continuing our development and building the UECU network. Since our clientele, network, and learning resources are heavily urban-oriented, the move to a city reflects another decision to bring closer together our own theory and practice.

SUMMARY

Our present administrative organization and governance system, while still underdeveloped and untried, indicates our continuing efforts to devise an internal decision-making process comparable to the vision and power reflected in our learning processes. We have been justly criticized by others, and have criticized ourselves, for demonstrating less imagination in our administrative organization than in our educational programs. The new organization reduces significantly from 22 to 5 the number of persons reporting directly to the President, and keeps intact our capacity to deal collaboratively with task-oriented agendas. We believe in shared power and responsibility. Often times this means that some decisions take longer. But this is a small price to pay for our commitment to making the Union network viable as a resource for all associated with it.

Part B

UECU FACULTY RESOURCES

The UECU relies upon a great many persons serving in a variety of roles to carry out its faculty-related responsibilities. It is similar to all other colleges and universities in placing great emphasis on these key persons as the most important part of its whole learning process. Where we differ from other institutions is in involving a very wide variety of qualified individuals from all walks of life directly in learners' education. We use different classifications to identify these diverse persons who serve as UECU faculty. At the undergraduate level, the terms are *core faculty* and *community faculty*, and at the graduate level, the terms are *core professors* and *adjunct professors*. In each case the core members of the faculty are the full and part-time persons directly employed by the UECU to carry out its programs, as "keepers of the process", while adjunct and community faculty are those persons who work with individual learners from the perspective of their various areas of specific expertise. These two categories of faculty will be described by degree level.

UWW CORE FACULTY

The core faculty member at the undergraduate level is best described as a learning facilitator. The director of the UWW program at Chicago State University has clearly described the core faculty role:

> University Without Walls is a program grounded in self-initiated learning. The root assumption of all our relationships is that each student ought to be not only the center of his/her learning program but also a major contributor to its design. Consequently, the role of an academic advisor in UWW is considerably less directive than that of the classroom lecturer, for example. In UWW, the advisor is primarily a resource and collaborator in the learning process.
> One way to consider the differences between this new role and the traditional role of "teacher" is to contrast "teaching" and "learning". "Teaching", from the vantage point of the student, is an extrinsic activity, something done to him. To be sure, the student may benefit from the process as he acquires useful knowledge and skills. And, he may find the activity stimulating if, for example, his teacher is an adept lecturer. But as a student-to-be-taught he functions within a certain closure, subject to a process which emanates outside him.
>
> Learning, by contrast, emanates from within the student-as-learner. It is an activity which is energized and centered in a particular, growing individual. Learning thrives upon forces which

infuse personal growth in general, such as curiosity and wonder and the wish to become free. It is potentially a life-long process which keeps open and alive the fundamental growth-questions of childhood: Who am I? Who are You? and What is the world like?

If one can appreciate this approach to human learning, it is possible to look at the role of the educator in new ways. To begin with, it seems that a "learning facilitator" (to use a cumbersome, but probably the best available phrase) is free of many of the "teacher's" encumbrances. When education is seen centered in a process of growth which the student shares, the learning-facilitator need no longer occupy center stage; like the learner, he can participate in and enjoy a process which embraces them both. Many of the false and spurious roles too familiar to teachers (the teacher as authority, as entertaining lecturer, etc.) can be shed as the educator learns to share the learning process with his students.

The educator-as-learning-facilitator will need o be as knowledgeable as any authoritarian teacher, for he will have given up the right to engineer an educational experience, to control questions and answers. He will need to prepare himself for wide-ranging explorations of a subject, often over unfamiliar terrain. He will need to learn to feel comfortable searching through complex questions with a student, rather than in his stead.

UWW core faculty are the principal representatives of the UECU with whom each learner works throughout the program. As a learning facilitator, the core faculty member functions as teacher, counselor and administrator, often simultaneously. He or she also functions as a bridge between the learner and the diverse educational resources in the community. which are utilized extensively in most learners' programs.

Most importantly, the learning facilitator protects the academic integrity of the UWW degree while functioning as a learning colleague with the individual learner. The UWW statement of core faculty responsibilities which spells out UECU's expectations:

DUTIES — ACADEMIC

1. Interviews prospective learners
2. Serves as a Learning Facilitator by helping matriculants develop and articulate a program of study that meets the learner's needs and fulfills the UECU/UWW degree criteria.
3. Helps learners establish priority of educational goals and the means of attaining them.
4. Gives assistance to advisees in formulating and writing Quarterly Learning Plans.
5. Assists in the assessment of prior learning and coordinates the assessment, documentation, and transcription of experiential learning.
6. Helps the learner identify and secure learning resources, including those supported from the educational resource funds.
7. Visits learners at learning internship sites.
8. Conducts seminars/workshops where applicable and within area of knowledge.
9. Monitors the UWW evaluation processes.
10. Helps the learner evaluate learning experiences and shares responsibility with the learner and adjunct faculty for the quality of evaluations.
11. Coordinates the Degree Plan and the Degree Review Committee.
12. Is responsible for sustaining the academic process and assessing learner's progress.

DUTIES — ADMINISTRATIVE

1. Participates in staff meetings.
2. Responds to requests for reports and information by UWW Director.
3. Assists with UWW program development, as appropriate.
4. Fulfills administrative tasks as specified and agreed upon with UWW Director.

QUALIFICATIONS OF UWW CORE FACULTY INCLUDE:

a. earned Master's degree in field, or its equivalent;

b. experience in advising and/or teaching in alternative higher education program (preferred, but not a requirement);

c. experience which demonstrates understanding, commitment, and sensitivity to UECU's person-centered approach to learning; and

d. ability to work effectively with a community of learners and staff.

Full-time UWW core faculty are expected to work with up to thirty learners, and receive a salary from $10,000 to $17,500 depending upon experience, qualifications, and UECU-approved policies in place at each particular UECU center or affiliate. Part-time core faculty, who may carry up to fifteen UWW learners depending on their other professional and employment commitments, are reimbursed at the rate of $100 to $125 per quarter for each learner the person is advising during the quarter. Other personnel policies and fringe benefits are specified in the UECU *Statement of Personnel Practices*.

One of the most important functions of a core faculty involves the quarterly assessment process for each learner. Our emphasis on the importance of this function is reflected in the responsibilities included in this task. The following excerpt from the Core Faculty Guide clarifies the core's role:

> UWW core faculty are responsible for regular evaluation of the learner's academic progress. This evaluation is to be made at the end of each quarter. In making the evaluation, a core faculty member reviews all evaluations of work completed during the quarter. In collaboration with the learner, an assessment of overall progress is made. This includes an examination of the relationship of learning contracts to each other, contribution of the program to personal development, as well as to skills and competencies. Future study needs, growing out of completed work, should be reflected. This summary evaluation is appended to the quarterly summary.

COMMUNITY FACULTY

The UWW community faculty member is a resource person in the immediate area who can serve as a teacher or professor, internship supervisor, or any other person from whom a learner can benefit in the acquisition of skills and knowledge. Many artists, scientists, writers, musicians, dancers, physicians, lawyers, members of the clergy, and persons from the business world are able and willing to perform this function, and many may have already made a significant contribution to a UWW learner's education. The developing UECU network puts learners in contact with these resource people.

The community faculty work with the UWW programs in a wide variety of ways. Some serve a function similar to that of a usual college faculty member, and some community faculty indeed do hold positions on the staff of nearby colleges and universities. Some play a tutorial role, some are counselors, and some team with other community or core faculty for seminars and workshops.

A study by the UWW Director at the University of Minnesota of university faculty who served between 1971 and 1973 as community faculty persons with one or more UWW learners revealed the majority (61 percent) of the university faculty who interacted with UWW expressed positive feelings about their involvement, with 20 percent reporting "very positive" feelings. Also, based upon the 95 responses of the 141 surveyed, almost half (45 percent) judged the work done by the UWW learner to be of a higher quality than the work of other undergraduates; 40 percent reported that achievements were similar to other undergraduates; and 15 percent felt the UWW learner's work to be of lower quality.

These two categories of core and community faculty constitute the main instructional resources at the undergraduate level. Table 14 reports UECU/UWW faculty by unit as of November, 1977:

TABLE 14

UWW CORE AND COMMUNITY FACULTY
BY UECU CENTER AND AFFILIATE

Center or Affiliate	Core Faculty		Community Faculty
	Full-time	Part-time	
Boricua	3	1	57
Flaming Rainbow	4	0	7
HIU	0	15	11
New Orleans	3	10	26
Ohio	0	98	248
Providence	2	5	87
UCLI	12	2	35
UCSD	0	13	0
URiC	2	2	30
Totals	26	146	501

Resumes of core and community faculty are on file at the various centers and affiliates. The highest degrees held by UWW Core Faculty are reported in table 15.

TABLE 15

HIGHEST DEGREES HELD BY AGGREGATE
UWW CORE AND COMMUNITY FACULTY

	Core	
	Full-time	Part-time
Doctorate	4	62
Master's	10	73
Bachelor's	11	9
No degree	1	2

UGS CORE PROFESSORS

In a program like Union Graduate School, with its emphasis on scholarship at the frontiers of new knowledge and understanding as well as on the personal development of the learner, performance expectations of the core faculty are high.

The core faculty person must be one who carries on original scholarship while facilitating the intellectual and personal development of the UGS learner. Publishing of one's work and participation in professional activities is encouraged to manifest ongoing learning and sharing. Previous experience with doctoral learners and possession of a Ph.D. degree are usual requirements for core professors.

By continuing as an active, involved scholar, the core faculty person shares in the crucial function of linking learners to current—and future—learning resources that will assist the learner's intellectual growth and understanding. This includes those academic resources appropriate for the learner's program, as well as the sharing of personal/professional networks.

Such facilitation calls for in-depth knowledge of one or more fields of study, combined with a general awareness of the traditional divisions of knowledge. The Union Graduate School serves many learners who operate beyond traditional boundaries, often at the very edge of research and thought. Core faculty are expected to know and be capable of sharing information concerning alternative methodoligies, work in progress, and leading scholars in the field who might assist the learner's program.

Core faculty interact individually and collectively with the learner. On the individual level, there is the responsibility for assisting in the development of the learner's self-directed skills and responding to the needs of the learner while her/his program develops. At the colloquium, and other UGS learning events, faculty members meet collectively with the learners, usually making a presentation about themselves, their work, or some facet of the Graduate School.

Then, in the context of the learner's doctoral committee, the core faculty member must respect the leadership of the learner, who serves as chairperson, while at the same time being responsible for sharing knowledge, introducing the committee to the UGS process and academic requirements, and seeing that the quality of the program is sufficiently high to merit the award of the degree.

There is a rhythm to proper facilitation; at times, active intervention is the most appropriate response, while at other times, a passive stance is the most productive. There are times to be creative, times to be receptive. Both in individual interaction and in working with the learner's committee, there will be occasions when a cooperative tension resulting from playing adversarial roles allows the highest development of the learner's program. Such an art cannot be prescribed, but it is expected that core faculty will become skilled in facilitative learning.

UGS core faculty, therefore, face the teacher/learner paradox. The personal development and intellectual growth of the learner are central concerns; at the same time, the quality of each person's program must be sufficient to merit the award of the Doctor of Philosophy degree. Also, the process requirements of UGS must be fulfilled. Core faculty bear the responsibility of becoming personally involved with the learner's development while meeting institutional requirements. While the task is difficult, proper resolution of this dynamic tension is a crucial part of the UGS process.

Administrative responsibilities include periodical reports on learners, participation in the joint governance of the Graduate School, convening colloquia, and completion of paperwork related to one's responsibilities. Core faculty are expected to function as "co-core" or second readers at the invitation of other core members. This means involvement with colleagues in the Graduate School: consultation, reading of material and filing reports concerning core/learner activity. Such shared activity among the UGS faculty allows the learner to tap the full resources of the Graduate School, while building collegial relationships among core faculty.

Since the core faculty are representatives of the UECU and its Graduate School, it is expected that each faculty member will remain both aware of UECU's mission and capable of articulating its goals. As embodiments of experiential learning, core faculty members are expected to develop a personal/philosophical synthesis of thought, feeling and action.

Successful completion of the UGS program results in evolution of a graduate who is knowledgeable, in touch with feelings, and able to act. A faculty member must also reflect as well as project these qualities and values. This calls for a willingness to be experientially vulnerable as well as capable of sustaining a high level of scholarship. Such expectations for faculty persons have been deliberately chosen, realizing they represent high expectations for all who become part of the Graduate School. "Co-learning" and "co-experiencing" is the essence of the special nature of the Union Graduate School. A person incorporating theses unique characteristics best serves the goals of UGS and the mission of UECU.

UGS ADJUNCT PROFESSORS

Persons who serve UGS learners in an adjunct professor capacity are often faculty members at other universities. Some are involved in closely related enterprises, such as research institutes and museums. Others are scholars and professionals who, after having served in these other capacities, are now far removed from such institutions—writers, film makers, therapists, professional actors and dancers, artists, musicians, and the like. As specified in the UGS learning process, the adjunct professor plays a very important role in guiding the learner in terms of the high expectations held for the award of a Doctor of Philosophy Degree. While the core faculty member is responsible for the overall quality of a UGS learner's program, the adjunct professor's focus is to (a) make judgments, (b) be a constructive critic, (c) share important knowledge and expertise, and (d) determine the learner's expertise in chosen area(s) of study. The Graduate School has been developing guidelines for adjunct professors to assist them in performing their important functions. Selected portions of the recent revision of those guidelines follows:

> While our UGS bulletin may give you a general feeling for the UGS process, the following guidelines will further clarify your role as an adjunct professor in the UGS learning process.
>
> In the UGS program, where learners are widely scattered geographically and course credits are much less emphasized than in most doctoral programs, the adjunct professor plays a major role in the learning process. You guide the learner to human and bibliographical resources to enhance his or her knowledge and competence. You share in making major judgments on whether or not a learner should continue or withdraw, undertake specified learning projects, be certified, and graduate. The adjunct professor in the Union Graduate School has the role of a major professor, similar to the more usual programs, both during the period of study and when it comes to professional placement of graduates.
>
> Adjuncts are usually persons that the learner respects and admires. All are officially appointed by the Graduate School. As part of the overall UGS process, fellow UGS learners also participate fully on the doctoral committee as peer members; peers are selected by the learner, who serves as chairperson, thus maintaining control of major parts of the learning process.

In a questionnaire answered by approximately 500 UGS adjunct professors who had participated in the UGS learning experience at least through the certification process, we asked that a comparison be made between UGS learners and other doctoral students. Adjunct professors are in a unique position both to observe the learner at close range and to compare that experience with other learning environments. The responses to this questionnaire, summarized in table 16, suggest that adjunct professors consider the UGS learner's ability and quality or work to be generally about the same as, or higher than, other doctoral students.

TABLE 16

ADJUNCT PROFESSORS' COMPARISON OF UGS LEARNERS WITH OTHER DOCTORAL STUDENTS WITH WHOM THEY HAVE WORKED

Criteria	Percentage			
	Higher	About the same	Lower	No Opinion
Ability of students enrolled	25	63	6	6
Quality of work required	15	57	24	4
Quality of work achieved	23	50	18	9
Processes utilized, e.g., colloquia, PDE, certification and terminar	33	39	17	11
Responsiveness of program to students	67	17	7	9
Not applicable/no previous experience with doctoral students	- - - - - - - - 15 - - - - - - - -			

Adjuncts also shared some other insights about their roles on the positive side:

— I like the opportunity of interacting with UGS-West students and core faculty at the colloquium. This interaction was of an intensity I ha e never experienced in an educational institution. The stimulation and information gained allowed the recombining and synthesis of information and action which has greatly increased the scope of my activity and interest.

— It is an outstanding and most needed program. UGS is doing the best overall job. I am proud to be a member of the team.

And on the less positive side:

— I find that as an adjunct professor, my role is not as clearly defined as I would like. I am an individual who seeks high quality work in my students and consequently am concerned that I am placing unnecessary roadblocks in their path. I also wonder about the role the adjunct professor should play vis-a-vis the core professor.

— Coming from a very rigid educational process, I was very much at a loss from time to time in comparing candidate progress. Through the two differing systems, I was working with gradautes in a traditional system simultaneously.

While solicited testimonials have obvious shortcomings, the insightful statements from adjunct professors have been shared with the self-study task force. They are available for review.

The five units of the Graduate School have considerable core and adjunct faculty resources, as displayed in tables 17 and 18.

TABLE 17

UGS CORE AND ADJUNCT PROFESSOR
(DECEMBER 1, 1977)

UGS Unit	Core Professors		Adjunct Professors
	Full Time	Part Time	
UGS-One	6	17	1,862
CMS	1	11	112
GWI	1	4	67
LE	4	8	180
UGS-West	3	10	237
Totals	15	50	2,458

TABLE 18

UGS ADJUNCT PROFESSORS
WITH AND WITHOUT UNIVERSITY APPCINTMENTS

	Men	Women	Total
With University Appointments	902	285	1,187
Without University Appointments	394	131	525
Total	1,296	416	1,712

Resumes of full and part-time faculty are available for review, and appendix C lists the UGS core faculty with summary statements of qualifications, previous experience and current activities. While the universities where faculty earned their doctorates is informative, much more useful is the array of activities and interests represented by those serving on the faculty. One is an editor of the *Humanist* magazine; another one of the founders of *Science for the People* magazine; three are former college presidents; and all have had experience teaching at the university level. The full and part-time core faculty are dispersed geographically, with most members residing in major cities, e.g., Boston, New York, Washington, San Francisco, Seattle, Chicago, and some living in other regional areas, such as the southeast and southwest. Full-time faculty salaries for twelve months range from $25,000 to $30,000 for fiscal 1978, depending upon experience and qualifications. Other fringe benefits are described in the UECU Statement of Personnel Policies. Part-time core are divided into two categories—those with full-time employment at another college or university, and those without other full-time employment. Persons under a full-time contract with another institution or organization are limited to serving no more than eight learners. Those who are not employed full time elsewhere may serve more than eight, as agreed to by the UGS director.

Remuneration for part-time core varies somewhat within the Graduate School. UGS-One and Leadership in Education reimburse core at a rate of $500 honorarium and $300 for expenses per year per learner. The rate within Center for Minority Studies is $700 honorarium and all expenses incurred after travelling for the first fifty miles. The Goodwin Watson Institute's reimbursement rate is $800 honorarium per year plus expenses, and UGS-West pays part-time core at the rate of $100 per day plus expenses for all learner services rendered. These differential rates relate more to the particular UGS center's historical financial situation and the lack of overall coordination than to any major philosophical differences. The Graduate School reorganization will eliminate these inconsistent and basically unjustifiable differences in remuneration practices by July 1, 1978.

When any core is serving fifteen or more learners, he/she becomes a salaried employee and the UECU fringe benefit program becomes applicable. Full-time core professors carry a load of thirty learners. While the core faculty do not teach classes, and the usual university-type committee activity is kept to a minimum, they carry other equally important responsibilities as outlined in the core faculty statement, including convening colloquiua, organizing learner resources, serving as second readers and co-core, and maintaining the necessary paperwork. These responsibilities all contribute to make the faculty's load a heavy one.

The UGS core faculty, both full and part-time, represent a wide variety of fields and interests. All have strong interdisciplinary interests, although some in more disparate fields than others. Faculty members earned their degrees in fields such as economics, psychology, biochemistry, American civilization, biology, art history. (See Appendix C for full list.)

The core faculties involved with both undergraduate and graduate programs have been evaluated by learners and colleagues through a variety of methods. These evaluations, along with other data, become part of the basis for yearly renewal of faculty contracts. The UECU does not subscribe to tenure policies as a matter of principle. Most core join the faculty by first working with one or two learners as an adjunct professor, or by starting as a part-time core with a few learners. On the basis of these experiences, successful evaluations and enthusiasm for the UECU's concept and implementation processes, they often increase their involvement from a limited part-time status toward full time. In this manner, both the person and the Union have ample opportunity to assess the appropriateness of continuing a relationship. UECU's personnel policies have been designed to sustain flexibility in hiring policies in order to sustain its ability to be responsive to changing constituencies and program needs.

Faculty turnover is both voluntary and through the nonrenewal of contracts. These decisions are not easy, especially when the person wishes to continue and some learners feel the loss strongly. Nevertheless, the Graduate School is required continually to improve itself and the performance of the core faculty member—the person with primary responsibility for qualtiy assurance within the degree process. Decisions of this type are difficult for the UECU to make, but our ability to do so reflects directly upon our capability to sustain a program of high quality.

Part C

LEARNING RESOURCES

UECU learners utilize a wide diversity of resources in the process of completing their degree programs. The graduate doctoral committee and undergraduate degree plan committee are both designed to ensure learners' access to persons, groups, institutions and organizations within and outside the UECU network. Our emphasis on integrating theory and practice requires the Union to develop continuously an extensive learning resource network. And, since we advocate experiential learning, we encourage learners to interact actively and directly with whatever learning resources they require to complete their programs.

Foremost among the learning resources is each person's degree committee. Adjunct professors and community faculty, drawn from a variety of collegiate and community institutions, are a major educational resource and are always extending the network by introducing learners to additional persons and institutions which constitute new learning resources.

The core faculty member working with the learner is knowledgeable about many resources available within the UECU network and, as needed, can involve additional persons and organizations which are potential learning resources. Also, other core faculty in addition to the one serving on a learner's committee constitute an important resource, either directly or in terms of connecting a learner with some needed educational resource. For example, UGS learners and graduates reported 411 instances of utilizing core faculty other than their own.

Peers are important sources of learning resources. Graduate and undergraduate matriculants often bring with them, through their experiences and past accomplishments, a wide network of persons and other resources which they willingly share with other learners and graduates. In fact, part of UECU's present task is to discover the most effective ways of sustaining contact with all those learners who can contribute so much to developing and expanding the UECU network as a major learning resource.

Additional resources which learners have encountered fall into some interesting categories.

COURSES AND SEMINARS—a great number of graduate and undergraduate courses, seminars and workshops offered by all types of colleges and universities have been taken by UECU learners. Some have taken work for credit, with and without grades, and some have audited classes. The range of learner interaction is from one course to a full year of graduate study, all while enrolled with UECU. From these course offerings, learners have been able to acquire much knowledge and insight.

CONFERENCES AND WORKSHOPS—more often than enrolling in courses, UECU learners participate in many different workshops and attend conferences throughout the country, and in foreign countries. For example, learners have been involved with various theraputic activities such as Gestalt Training, Psychosynthesis, Psychological Ennagrams, Jungian Institute events and Transpersonal Psychological Conferences.

Learners have explored the emerging holistic health field, including the concept of self healing, visualization techniques, humanistic health care, delivery systems and group health plans. They also interact with existing health systems, by being included in hospital educational programs, participating in training activities, attending health group sponsored events, and working with community clinics.

Learners take advantage of the education and training offered by business concerns, both profit-making and not-for-profit, and by research institutes, foundations, public agencies and institutions. They learn from persons in these enterprises, as well as educating those persons by offering workshops themselves.

The conferences and workshops offered by groups and organizations are rich and varied, covering almost every facet of human thought and behavior. UECU learners explore many of the themes presented either because they relate directly to their proposed area of study or because they wish to explore an edge of understanding. For example, learners have participated in conferences on Shamanism, and have used their learning outreach funds to explore the Lilly isolation tank.

STUDY GROUPS—another learning resource occurs when the learner initiates or joins an ongoing study group, which is a small group (approximately 6-10 persons) meeting regularly to explore some common area of interest together. For example, one UGS learner study group worked on understanding phenomenological research methods, while another met regularly with a child psychiatrist, paid from learning outreach resources. Interestingly, the New York and Philadelphia study groups on phenomenological research met with one another and maintained contact over a considerable period of time.

INTENTIONAL COMMUNITIES — UECU learners have explored a variety of intentional communities, such as Findhorn (Scotland), Lindisfarne and Catholic Worker Farm (N.Y.), and Pendle Hill, Pa.). Project One (San Francisco) was designed and developed under the leadership of a UGS graduate as part of his program, and it has become a learning resource for other UECU learners. This development of a growing network of learning resources through the creative work of UECU learners is an increasingly common occurrence.

CONSULTANTS -- UECU learners engage the services of many individuals as consultants in the pursuit of their education. Like adjunct faculty, some consultants are connected with organizations, while others are self-employed. Some may be faculty members at a college or university; others are drawn from all sections of public and private life. Consultants serve as nonvoting members of learners' committees however formal or informal the relationship. In our survey of UGS learners and graduates, we found that the 587 respondents reported using 1477 consultants in carrying out their programs. These resource persons came from all sections of the U.S. and many foriegn countries. For example, one learner traveled throughout England in his study of Shakespearean actors and theatrical archives, two others traveled to Japan—one to study Jin Shin Jitsu, a body energy system, and another to meet with a Japanese philosopher. And at least five learners and graduates have spent time in Greece exploring such diverse topics as village life, women's roles, the Greek way of dying, and homeopathic medicine.

The UECU learner has access to a learning resource fund at the undergraduate level, or rebate funds at the graduate level, which can be utilized to pay tuition for courses, workshop and conference fees, honoraria, some expenses related to film and other media making, theatre stage sets, and travel expenses for some committee members and consultants.

Many learning resources are free, or involve only a nominal fee. UECU learners use public libraries, both those in the communities where they live and those at nearby public colleges and universities. Many sister collegiate institutions have been supportive of the Union in providing learners access to their libraries, laboratories, and other resources. In some cases formal relationships have been established between a UECU Center or Affiliate and other learning institutions, and in other cases no formal agreement has seemed necessary.

The introduction of the learner to the learning resources and network required to undertake a degree program has long lasting results. Learners become knowledgeable about developing their own resources, utilizing existing networks, and creating new ones. And the experience a learner gains in developing and orchestrating learning resources enables her or him to carry on this process as a life-long learner after graduation. The UECU advocates that learners explore learning resources beyond those they minimally need for their degree programs and that they include in their programs learning experiences which they have not had before; such experiences include engaging a consultant, joining a study group, traveling, breaking a life pattern through creative use of the internship.

In considering a prospective matriculant's application, however, we are sometimes insufficiently conscious of the learning resources which the learner will require and our capability to connect the learner with them. We are interested in encouraging use of learning resources often excluded from graduate and undergraduate educational experience. However, some learners need many of the same educational offerings and experiences incorporated in a regular college or university. We cannot, and do not strive to duplicate the on-campus resources found at those institutions; instead, we are developing an increasing and unique ability to match appropriate learners with community-based learning resources, some of which are far richer than those usually provided by institutions of higher education. For example, UWW learners at UCLI have access to the Agricultural School Farm, the Valley Intercultural Program, and La Esquelita, a day care center. Two learners from Ohio became involved with an all news radio station, another was learning at the Karama Arts Center. Another learner in Providence utilized the Electron Movers, Inc., to interest children in their city through video tape, and then assisted in the development of a video therapy technique at a local hospital. We will continue to develop as wide a variety of learning resources as our clientele and learning processes require for successful achievement of our collective educational goals.

As the UECU network of learning resources continues to expand, we are exploring ways of identifying and oganizing them in ways to make them readily available to learners. At the undergraduate level, UWW Providence has developed a Key Sort Resource System, which is a card file system to locate persons, groups, organizations, places and events in the Providence area. A UGS graduate is working with the Graduate School to build a computerized personnel resource bank on adjuncts, core, graduates and learners. And, UCSD is extensively involved in developing computer assisted instruction and video learning. These activities are illustrative of the ongoing efforts to identify and expand the learning resources available to UECU learners and faculty.

Part D

GOVERNANCE

The UECU is a consortium of 26 institutions and organizations chartered in the State of Ohio and authorized by the Ohio Board of Regents to award the baccalaureate and doctorate degrees. The *UECU Report* relates the conceptual and decisional history of those events. The Consortium members select the Board of Trustees, which meets quarterly to make policy and assess institutional outcomes and activities. The President is appointed, under a yearly contact, by the Board.

The President delegates authority and accountability to various officers and staff members. UWW and UGS councils, some of which are administrative and some of which involve faculty, learners and/or graduates, review activities, discuss concerns, contemplate new developments, and participate in the generation of new policies and the revision or elimination of existing policies. Faculty – core, community and adjunct - are both informally and formally organized according to program needs and past history. Some faculty groups include learners, others do no. No learner serves on the Board of Trustees.

The Union's decision-making process attempts to take into account the geographical dispersion, the nature of the constituency we serve, the special characteristics of the graduate and undergraduate learning processes, and our limited resources. Consequently, from the earliest beginnings until the present, the UECU has experimented with a variety of governance formats. Many of these forms have had limited success, and have come and gone without significant continuity or improvement in the overall governance system. One conclusion we have reached is that traditional governance systems are not workable in the geographically dispersed, interactive network upon which the Union is based.

The early governance efforts involved both the graduate and undergraduate programs. While the UECU Board of Trustees and the Executive Committee were central in the evolution of new policies, the Board did create a National Policy Board for the Graduate School. The National Policy Board operated from 1970 to 1975. This Board contained Board of Trustee members, learners, faculty and administrators. Its concerns were wide ranging, and it considered questions of optimal size of UGS, faculty evaluation, and budgetary matters. With the creation of additional UGS Centers, the work of the National Policy Board was completed, and it voted to replace itself with other groups of learners and faculty.

At the undergraduate level, Centers have established coordinating groups of various compositions; the Affiliates have relied most heavily on their own membership boards or boards of trustees. Some of these groups include representatives from all constituencies served; some do not.

The early attempts to design a workable governance system emphasized a generally administrative orientation; that is, few meetings took place without administrative personnel present and participating. This is still true. Often a UECU administrative officer is the convenor and chair of a meeting held to generate policy or review existing practice. However, input in the UECU decision process has been and continues to be maximized. Administrative officers check proposed and new policy changes with a number of constituencies. Those who are directly affected as well as those who show an interest in a decision or evolving policy feel free to make their views known. There have been a number of instances where proposed changes were not implemented, new program developments were abandoned, and decisions were reversed as a result of strong feedback from UECU constituencies.

However, systematic learner and faculty involvement in governance in a permanent, structural manner is significantly less than one might expect compared with campus-based colleges and universities. There are some explanations for this. Faculty are located throughout the United States and many are part-time. Also, most faculty members have been occupied primarily with the continuing design of the learning process and making it work for individual learners.

At the graduate level, current learners' interest in governance systems and issues is low compared to higher interest shown at the inception of the program. Many persons pursuing their doctoral degrees within UECU are older and have had extensive prior experience at the collegiate level participating in student governance. Some report less than satisfactory experiences in those efforts, and many are more interested in designing their own learning networks than in overall Graduate

School policy development. Energy spend in this activity may interfere with personal and professional career plans. During the past year, UGS surveyed all learners, graduates and faculty about a governance system. A number of regional meetings were held to determine the level of learner interest. The response to those meetings was disappointing; they were poorly attended, and it has been difficult to interest more than a handful of learners willing to commit the necessary time and energy. Those who are willing do not represent the great diversity of learners who are currently enrolled in UGS.

At the undergraduate level there is more involvement and interest in governance and decision-making. UWW learners are less likely to have been involved in governance activities before. Also, since they are as a group younger, their present work activities may not include participatory experiences or significant personal responsibilities. The large undergraduate minority population has more interest in learning the objectives and processes incorporated in a governance system. This knowledge will be useful to them in their careers.

The present mechanisms for input into the Union's decision-making processes and participating in governance vary widely from program to program. There are three advisory councils currently operational: the UWW Centers' Council, the UWW Associates' Advisory Board, and the UGS Council. The obligations and authority for each of these three groups are contained in the following statements:

UWW COUNCIL

The UECU/UWW Council consists of the directors of the UWW Centers and Affiliates. The Council elects one director to serve as chairperson for a one-year term. The Council meets at least once per quarter and at other times as necessary. Actions of the Council are forwarded to the UECU Undergraduate Dean and circulated within the membership of the UECU/UWW units. The Council's responsibilities are designed to coordinate undergraduate activities in a variety of geographical locations. The Council exercises functions of administration, coordination and review:

1. Shares in establishing basic policies and procedures for coordinating the work of UECU/UWW units;
2. Establishes basic academic criteria, including degree requirements, common to all UECU/UWW units; reviews and acts upon any programs departure from those established criteria;
3. Reviews criteria and proposals for the establishment of new UECU undergraduate degree-granting units;
4. Reviews policies and procedures applied by UWW units;
5. Advises the Undergraduate Dean on the overall development of the undergraduate program;
6. Serves as a clearinghouse for proposed changes in present policies and practices; and
7. Reviews and recommends on all matters referred to it by the Undergraduate Dean and other central officers.

UWW NATIONAL ADVISORY COUNCIL

This Council responds to the need for representation and input from the UECU constituency. It serves in an advisory capacity and works with the Dean of Undergraduate Programs. It is comprised of project directors and respresentatives from the UWW undergraduate constituency of UECU.

In order to carry out its responsibilities in defining its role, activities, composition, selection processes, fiscal structure, and communications mechanisms, the following was agreed:

I. RATIONALE: The overall purpose of the UWW Advisory Council is to strengthen the UWW (undergraduate) network, and thereby to strengthen UECU as a Consortium, institution, and movement.

   A. RELATIVE TO THE CONSORTIUM—The Council shall strengthen the Consortium and participate in governance and policy making by functioning in an advisory capacity to the UECU Membership Board, Board of Trustees, and central staff.

   B. RELATIVE TO THE INSTITUTION—The Council shall develop ways and means to strengthen the academic aspects of the UWW network, consistent with the philosophies and mission of UECU and learner-centered, nontraditional, undergraduate education.

C. RELATIVE TO THE "MOVEMENT"—The Council shall strengthen the movement by providing a liaison between UWW/UECU and other compatible, nontraditional programs and by developing mechanisms to address relevant public policy issues.

II. ACTIVITIES AND TASKS: A variety of activities may be undertaken by the UWW network. Illustrative of these activities are:

A. Development and implementation of a UWW Network Resource Inventory.

B. Development of a UWW Network Consulting capability, both internal and external to the UWW/UECU family.

C. Evaluation and research on the implementation and outcomes of the UWW/UECU organizing concepts.

D. Restatement and updating of the organizing concepts.

E. Development of mechanisms for planning new program thrusts.

F. Participation in the development of publications and other media descriptive of the UWW (brochures, bulletins, monographs, books, etc.).

G. Coordination of activities related to external organizations and agencies of particular concern to UWW programs, e.g., Veteran's Administration, CAEL, etc.

H. Clarification and use of University Without Walls name and clarification of "territorial issues."

I. Development of criteria for affiliation with UWW network within UECU.

J. Coordination and planning of national and regional workshops and meetings.

III. SIZE AND COMPOSITION OF UWW ADVISORY COUNCIL: The size of the Council is seven members to represent the various constituencies, made up as follows:

UECU Centers	1 rep
UECU Affiliates	1 rep
Public institutions	1 rep
Private institutions	2 reps
Board member elected by UWW directors (ex officio)	1 rep
Non-UECU members (ex officio)	1 rep
Total	7 reps

Term of office will be two years, staggered so that there will be continuity on the Council. If the balance of the constituencies changes in the future, a more appropriate alignment will be designed.

UGS COUNCIL

The UGS Council consists of the directors of the various centers, presently five, of the Union Graduate School, with the UECU President serving ex-officio.

The Council is the coordinating body for the Union Graduate School. Its responsibilities include the following:

1. Shares in establishing Graduate School policies and procedures for coordinating, maintaining and developing the program;
2. Reviews policies and criteria in the Graduate School;
3. Reviews and makes recommendations to the President concerning the development of new programs leading to the doctorate and/or proposals initiating new graduate degrees;
4. Reviews and acts upon major departures from established UGS process;
5. Advises the president of UECU periodically regarding the overall development of the Graduate School;
5. Serves as a clearinghouse for recommended changes in present policies and practices proposed by faculty, learners, and/or staff;
7. Reviews yearly all UGS affiliates, and recommends to the President concerning extending the Affiliate Status to applying groups or institutions;

8. Constitutes the nucleus of the formal appellate review board for hearing grievances from learners, faculty and staff (learners, faculty and staff are represented on this council when it sits as the appellate review board);

9. Reviews and recommends on all matters referred to it by the Graduate Dean and other Central Officers.

The Council meets quarterly and at other times as necessary. Actions of the UGS Council are circulated within the Graduate School.

The UGS Council's responsibilities are designed to coordinate ongoing graduate activities in a variety of geographical locations. It is one group assisting in ensuring that the UGS processes work well and contribute to the achievement of UECU as an institution of excellence and innovation.

These Councils are all advisory and the UECU President reviews and acts upon their recommendations following consultation with appropriate persons. Thus far the President has supported most Council recommendations.

In addition to these three councils, each Center and Affiliate incorporates its own governance system. Flaming Rainbow, for example, has an elected membership board of lay persons, professionals, learners and graduates. URLC began with an advisory committee of faculty and administrators, then instituted a learner, community and faculty policy board, and most recently changed this same board to an advisory one. The HIU, as an affiliate, holds regular faculty meetings, has no student organizations, and the understanding is that final decisions rest with the Board of Trustees. UWW/Ohio has a coordinating council made up of the director, program coordinators, community and core faculty members, learners, and a UECU Central representative.

At the graduate level, each UGS Center has been evolving its own governance plan. UGS-One has a Council of Representatives, consisting of learners and graduates as well as Task Forces in areas such as new core faculty selection; UGS-LE has an advisory learner group; and UGS-West has designed its governance system around self-initiated learners' groups such as Colegas and the Asian-American Group. With the Graduate School reorganization underway, a governance congress may be needed to consolidate existing groups and design a new format.

The UECU affirms that its governance systems as well as those operating at the affiliate and center level involve learners and faculty to maximize input into the decision-making process. We are continuing to explore the most productive methods of structuring this involvement. As we struggle with this process, we are assisting more conventional systems at campus-based institutions, since we are taking the risks to explore alternatives. Many of our programs have limited enrollments, and informal contacts are still the order of the day. One advantage of the small size of all centers and affiliates is that continued experimentation with governance formats and styles is encouraged and supported by learners, faculty, and administration.

We have many of the usual problems related to building a decision-making process on a basis of informed and involved opinions, especially from those persons directly affected by those decisions. The design of our learning processes does not promote any greater interest in institutional policy formulation than in our sister institutions of higher education. also, many of our learners are understandably skeptical about the value of investing energy and time in governance activities. Even as an alternative educational institution, criticisms of major decisions develop because not everyone will be consulted who feels he or she should be. Our geographical dispersion aggravates the problem, so that the UECU Central Office staff and top leadership are perceived by some as exercising too much authority; some feel that too few persons are making policy decisions which may profoundly affect the future of the Union.

SUMMARY

The UECU has a governance system compatible with its mission and its unique qualities as a consortium of institutions and organizations with degree-granting authority. The members of the Consortium select the members of officers of the Board of Trustees. The Trustees vest the usual authority, responsibility and accountability with the President, who delegates various tasks and accountability to others. The governance system is still predominantly informal, with enough persons in the network consulted to make the decision process a careful, but necessarily slow one. We have difficulty in securing regular, informed consultation from organized constituencies within

our network. The cost of bringing together all or most of those who wish to participate directly in the final decision process is prohibitive, even it that were regarded as a good idea. The answers to these concerns are not easy. We strive for practical solutions which facilitate our continued commitment to our mission as an interactive network.

Part E

FINANCIAL RESOURCES

Since the beginning, UECU's principal sources of revenue have been membership fees, program grants, and with the introduction of degree programs, assessments levied against tuition receipts. Consortium membership has never constituted a significant source of revenue. Membership fees were set at $4,000 per year in the early years, and were recently reduced to $2,500 per year as the high fee became difficult to justify in terms of services rendered. Also, due to limited resources for membership, some Consortium members failed to pay their fees. The most the Union could ever rely on was about $60,000 per year from this source, and with the recently lowered fee the expected revenue will be about half that amount.

A more significant source of operational funds has been program grants from foundations, federal and state agencies, and associations. UECU has received grants from the following foundations; Carnegie Corporation, Columbus, Danforth, ESSO Education, Ford, Dettering, Wolfram, and Zale. The United States Office of Education has provided support from a number of programs: College Library Program, Fund for the Improvement of Post-Secondary Education, Teacher Corps, Teachers for Indian Children, and Special Services. The Union has also been a participant in federal financial aid programs. Other programs have been funded by the National Institute of Mental Health, National Institute of Drug Abuse, and the Bureau of Indian Affairs.

Support has been received for program development activities from the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the American Public Health Association. At the state level, Ohio has supported the Union through its institutional grants program and the Bureau of Drug Abuse. Also, the total Community Action organization in New Orleans assisted in the development of the UWW center there. Finally, some foundation awards have been made to individuals through the Union for tuition and related program costs.

The major source of UECU income is tuition receipts. Over three million dollars will be received next year from undergraduate and graduate learners, with over one million dollars of this amount deriving from various student financial aid programs. The yearly overhead to UECU Central is now more than $300,000, from which central officers, a number of institutional functions and program developments are funded.

The self-study groups, especially the UECU Task Force, spent considerable time and energy reviewing past financial performance and assisting the president in the design of a fiscal base which would consistently and reliably match our activities with our resources. A short review of fiscal matters will provide the context for our current decisions.

FISCAL BACKGROUND

From its inception until July, 1975, all of UECU's financial operations were handled by Antioch College. During this ten-year period accounts were maintained and reported on a cash basis. With the change to a fiscally independent operation, UECU changed over to an accrual basis for reporting and accounting. The UECU made this change without having available a current audit of its accounts and therefore did not have a clear fiscal picture. Moreover, financial affairs were given a low priority at that stage of our development.

During fiscal year 1976 (July 1, 1975 through June 30, 1976) the firm of Flora, Taylor, Campbell and McCormick conducted the UECU audit. When completed this audit covered a seven-year

period. As the audit proceeded, the Union became aware of its actual assets and incurred liabilities, and ralized its overall financial condition was not strong. These initial concerns were first reported at the April, 976, Board of Trustees meeting. Subsequently, all budgets were reviewed and new balanced budgets were presented to the Board at its November meeting. Throughout this period, the Executive committee of the Board met bi-monthly, and the Board Chairman also became directly involved by assisting the president in his attempts to deal with the growing fiscal crisis.

We have developed a statement of estimated income and expenditures based upon the auditor's reports and our own improving fiscal operation. The seriousness of this situation is revealed by Table 19.

TABLE 19

INCOME AND EXPENDITURES FY 1971-1978

Year Ending June 30, --	Income	Expenditures	Income Over (Under) Expenditures
1971	$ 669,110	$ 523,785	$ 145,323
1972	782,512	766,997	15,515
1973	809,669	982,456	(172,787)
1974	1,518,618	1,303,985	214,633
1975	1,877,225	1,904,575	(27,350)
1976	1,946,755	2,418,925	(472,170)
1977	4,966,779	4,970,651	(3,872)

The Union's fiscal difficulties were well publicized during the critical 1977 fiscal year. An analysis of the UECU Central budget revealed that it was expending funds far beyond expected revenue and, consequently, a series of cutbacks were instituted, including staff reductions, restricted travel, and short-term salary reductions.

The deficits reflected in Table 13 result from a combination of major and minor difficulties which were generally known to the UECU top leadership, but a combination of limited experience and an unwillingness to act decisively aggravated the situation. The operating deficits can be attributed in large measure to several key problems. First, in addition to those Consortium members who did not pay yearly dues, significant amounts of tuition assessments were also not paid to UECU Central. The Executive Committee of the Board forgave $101,850 in tuition assessments, which reduced anticipated funds for the Central Office activities. This action to forgive past assessments has enabled the Union to implement policies and practices to ensure that present and future assessments are honored. Also, Affiliates had no better record of meeting assessment commitments than UECU Centers, in spite of the fact that they were obligated at only five percent of tuition received, compared with the ten percent levied against Center operations.

The second major difficulty affecting the UECU Central budget was that start-up costs for UWW/Ohio significantly exceeded anticipated costs. Personnel were employed and operational costs were sustained by the Central Office before enrollment sufficient to sustain the new operation was realized, which took a much longer time than original planning estimates indicated.

Deficit and cash flow problems were also seriously affecting some of the Centers and Affiliates. For example, URLC reported a deficit exceeding $86,000 as of June 30, 1976; and UGS-One, showing a

deficit of almost $40,000 at the end of FY 1975, reported a deficit of over $162,000 at the end of FY 1976. At URLC the difficulty was related to the problems of undergraduate tuition being set too low to support operating costs, and of insufficient attention being given to a generally worsening fiscal condition. With finances now a major priority at the Center, and with increased assistance and more careful monitoring from UECU Central, the situation at URLC has greatly improved. URLC ended the FY 1977 with its overall deficit reduced to $20,000, and this amount will be retired during the current fiscal year.

The situation at UGS-One is more complicated. The large deficit was primarily the result of a tuition package plan, in effect from January 1972 to July 1974, whereby learners could pay a total of $3,500 for tuition and escape the inevitable tuition increases. This attractive option was selected by 274 learners. The income generated each year from the package plan was placed in the general, unrestricted operating budget. As of July 1976, 95 persons were still enrolled who had previously paid in full under the package plan. No fiscal provisions were made for paid-up package plan learners and since July 1, 1975, service has been provided from current operating funds. For example, some of the paid-up learners were served by part-time core, with approximately $45,000 paid to those faculty alone for their services. The auditors estimated that $66,700 would be required to serve the package-plan learners during FY 1977. These learners also drew on the rebate fund, thereby increasing the load on the current operating budget. Another factor involved in the mounting deficit was uncollected tuition of more than $113,000, as of May 1977. Nevertheless, service was still being provided to those learners in arrears. Much progress has been made in dealing with these persistent problems: delinquent learners have been dropped; tuition receivables are now at a manageable level, following a new policy adopted by the UGS Directors' Council; and all package plan learners resumed full tuition payment as of July 1977. An ongoing Teacher Corps grant will also provide some relief and by the end of the current fiscal year the outstanding deficit will be retired. This deficit is currently being carried by delaying payment to TIAA for faculty retirement benefits and by postponing payments to learners from rebate funds and delaying ayments for unreimbursed staff expenses and a few vendors for as much as 120 days. It is only by recognizing squarely the fiscal problems and moving to address them that the goodwill of those involved with UGS-One has not deteriorated beyond repair.

A third major factor in the overall fiscal condition of UECU relates to the rebate liability. The auditors determined that if graduate learners drew the total amount to which they are entitled, with twenty-five percent of tuition available for learning outreach, this would amount to over $200,000 as of June 30, 1976. Learners have not drawn the full 25 percent; use of the rebate funds is between 15 and 20 percent at the various UGS Centers. When a learner graduates, unused rebate funds revert to the general operating budget.

UECU's fiscal history and experience has been difficult and uneven. The fiscal operations, personnel and decision-making processes were woefully weak. Regular and periodic reports were not forthcoming and expectations of Center and Affiliate directors were not clarified. Without overall fiscal policies and guidelines, each director made differing arrangements with Central officers and staff. Our past performance left much to be desired, and the incumbent President has made fiscal viability a top priority.

CURRENT FISCAL REFORMS

In late December 1976, the President reorganized the Central Office, with all positions being terminated as of July 1977. A fiscal management concern, Peat, Marwick, Mitchell and Company of Chicago, was retained to review UECU financial operations and business activities, as well as to recommend a new fiscal organization. The consultants reported in March, recommending a comptroller to be hired as chief financial officer. This position was advertised, a person was selected, and he assumed office in September 1977.

The move of the Central Office of Cincinnati, another cost-saving decision was accompanied by a change to a new fiscal service bureau which now handles accounts. This change has greatly improved the fiscal reporting system, and will by January 1978 include computerization of accounts receivable.

A new system of budget planning review and approval has been instituted. Two-year budget periods have been developed; the budget review proceeds over a significant period of time, allowing for essential revisions to be made prior to final adoption. The objectives of the new

budget cycle are to bring all center and affiliate budgets into balance, to limit the UECU Central Office budget to anticipated income, and to remove all deficits within the institution by the end of FY 1979.

Another major change is the allocation of resources from one Center to another. Previously, each center assumed responsibility for its own cash flow and deficit problems. Centers which had experienced a surplus of income over expenditures for any given period carried the surpluses forward into the next fiscal year. Therefore, one Center could be somewhat better off than a sister Center which was in difficulty. For example, UGS-LE, with no package-plan learners to serve, in 1977 ended its year's operation with an unencumbered balance. This amount was transferred to UGS-One in order to relieve the increasing deficit in that center. This action was taken by the President after the Board of Trustees has approved internal redistribution of funds, a necessary requirement in any organization attempting to respond to the impact of past decisions on current realities.

The UECU is one financial entity and, consequently, decisions involving significant fiscal resources such as contemplating a new graduate or undergraduate center, are subjected to substantial scrutiny and discussion by all those affected. For example, a planned UWW development in Florida was abandoned when program development costs were revealed and the plan was not supported by the current UWW directors. Dealing with the Union's fiscal problems has in fact had a positive impact by broadening the decision bases regarding future program activities.

The current operational budgets are also undergoing review and revision by a budget committee composed of the president, two Central Office staff, and two representatives, one from UWW and one from UGS. This committee has full authority to revise any Center budget as required. Center directors will have responsibility for meeting budgeted income and expenditures. They will be evaluated during the current year with respect to their ability to provide a high quality program within their approved budgets. In short, each director is being held accountable for the financial integrity of the Center's operation.

The UECU finance office has been reorganized, a new comptroller is in office, and a new reporting and budget revision system is in preparation. More control over line item expenditures, and transfer of funds between line items will be exercised as necessary. New travel regulations will be adopted, and UECU is exploring a move to a per diem reimbursement in place of actual expenses incurred as a further cost-saving device.

Assessments based upon tuition receipts for UWW Affiliates is presently five percent, half as much as a Center's obligation. The Board of Trustees at its next meeting will reconsider this policy. Affiliate budgets will also be on file at UECU, accompanied by a yearly audit report, and Affiliates will be expected to submit quarterly fiscal reports so that the Union can verify the financial viability and integrity of each.

SOME FURTHER OBSERVATIONS

The 1976 audit report, commenting on the reported deficit, stated: "Due to the magnitude of this deficit the continued existence of the Union cannot be determined with certainty, but there is no evidence which indicates that bankruptcy is imminent." A statement this strong has caused us to turn great attention and energy to this problem. We have discussed a number of alternatives and have initiated actions to address the issue of the institution's financial viability.

For instance, UGS-West underwent an economic microanalysis of its operation as a UECU Center with particular attention given to component costs of the UECU graduate learning process, as well as determining various models of optimal enrollment levels at different tuition levels. This analysis, completed by two UGS-West learners, presented us with our first view of the costs by function. For instance, their analysis of rebate funds reflected that 36 percent was used for honorarium to adjunct professors; 36 percent was utilized to pay tuition and fees for approved courses, seminars, workshops and conferences; and 28 percent was used to reimburse adjunct professor and peer travel to doctoral committee meetings.

We will review our policies regarding the underutilized rebate (graduate) and learning resource (undergraduate) funds. Although learners are drawing a greater amount, we plan to keep the same amount, 25 percent of tuition, available as rebate for learning differently, reflecting the policy decision that unused portions of a learner's rebate fund revert to the general operating fund following graduation. This will reduce significantly the total rebate liability.

The UECU community will soon face the necessity for a tuition increase. The economic micro-analysis of UGS-West and the UGS Task Force discussions both reflect the need to increase graduate tuition costs to $3,600 per year, while still maintaining the 25 percent rebate policy, if we are to sustain current activities and implement the learning process with high quality. The undergraduate tuition levels are also unrealistically low, and we have yet to determine what enrollment levels over time constitute a viable undergraduate center. Any increase in tuition is not easy, since it directly affects the ability of low-income, minority persons to pursue educational programs with us. We will need to explore ways to increase financial aid to assist us to continue to serve this constituency. Nonetheless, as the fiscal realities become more and more clear, the necessity is to set tuition levels within the range of sustaining institutional viability.

The Central Office of UECU intends to operate during the current year on the basis of a 10 percent assessment of tuition received. With enrollments leveling off, and funds severely limited for further program expansion, it is not likely that the Central Office can both operate and build the needed network within the current assessment rate. Along with tuition increases will, most likely, come an increase in UECU assessment rate.

The most important fiscal issue for the UECU is found in the following question: Does the Union have the necessary financial resources to undergo continual substantive change? If we answer that question today, the answer is no. We want to continue to respond to new challenges and opportunities, and consider our capability to do so vital to our continued existence as an alternative institution. The next months and years are the crucial ones for us as we undertake the task of sustaining continual fiscal viability. We are working now to develop the necessary financial resources to provide a foundation for the future from which we can support continual substantive change.

Part F

QUALITY ASSURANCE IN THE UECU

Quality assurance in the UECU is designed to assist administrative officers, faculty-learner governance groups, and Consortium members in their assessment and decision-making responsibilities. The Union as a multifaceted organization requires regular review and feedback concerning the quality of its programs and the effectiveness of its overall operation. The Quality Assurance System (QAS) incorporates reviews of the ongoing degree-granting programs, as well as proposed UECU Centers of Affiliates. Quality assurance is also concerned with overall assessment of administrative officers and faculty evaluation programs at the graduate and undergraduate level. The objective of the quality assurance system is to assess interactions between and among the members of the UECU constituency. Quality assurance provides the results of completed assessments to appropriate councils, administrative officers, and others who bear decision-making responsibilities. Initial efforts in quality assurance concentrated on the degree programs. Since the UECU learning process, Centers and Affiliates are affected by numerous other Union activities, the quality assurance system is intended to be comprehensive and to focus upon these aspects of the Union as well.

Since receiving Candidate for Membership status from the North Central Association's Commission on Institutions of Higher Education, the UECU has been evolving a system for sustaining quality in its degree programs. Initially, and throughout the self-study period, the Union developed a quarterly reporting system, *the UECU Update* (the October report is attached in appendix B). Additionally, there has been an internal quality assurance system called the Program Assessment and Review Process (PAR).

Basically, the PAR process involved sending a number of small teams to visit UECU sites of undergraduate activity. (The more recent Graduate School program developments have been visited by the 1976-1977 NCA Biennial Review Team; no PAR visits to the Graduate School have taken place thus far.) During the last four years over twenty PAR evaluations were undertaken. Two of these

were joint visits with Antioch College's audit teams, one to Antoich/West and one to Antioch/Philadelphia. Others involved North Central Association-appointed evaluators, who joined with PAR team members; eighteen NCA-initiated evaluations of UWW programs have taken place since the award of Candidacy status. Our analysis of the PAR process revealed that where the PAR design was followed adequately it was effective in appraising newly established UWW programs, like Ohio and New Orleans. However, it was insufficient in its form and format for our purposes, especially for review of on-going programs and for assessing the evolving network. It lacked a strong supporting rationale and implementation steps to deal with problem areas. We needed a better balance and more evaluative competence reflected among PAR team members. We were uncertain about how to use the written reports submitted as an outcome of the PAR process. In short, the entire process needed significant strengthening. The quality assurance was discussed extensively by all task forces and, as a result of those discussions, the quality assurance process has been substantially strengthened. One feature of the forthcoming NCA accreditation evaluation will be to assess our current efforts to assure quality at the graduate and undergraduate level.

THE CONCEPT OF QUALITY ASSURANCE

The newly-strengthened UECU quality assurance system consists of a set of processes which are designed to achieve three important ends: first, to ensure that current UWW and UGS degree programs sustain the desired level of quality in terms of UECU's mission; second, to enable the Union to determine where to invest its limited resources with respect to future activities; and three, to evaluate the quality of the interpersonal and institutional interactions taking place throughout the UECU Network.

The UECU's overall integrity and viability as a degree-granting institution is directly dependent upon its capability to sustain, and continually improve upon, the quality of degrees granted to successful learners. This concern with excellence focuses upon the elements we begin with (such as the learners, the faculty and the learning resources) the learning processes, and the outcomes that result from the interaction of learners with our learning processes.

Since we believe that learning is personal and experiential, our task of assessing quality is somewhat different from usual practice in higher education. The geographic dispersion of the Union requires a comprehensive system which responds appropriately to events anywhere in the UECU degree program network that threaten quality. Also, our internal assessment practices must provide assurances to all concerned that a quality program is being sustained and improved upon through the collective experience of those engaged at the Center of Affiliate level. Finally, assessment of quality is to be a cooperative effort, not an adversarial process.

THE QUALITY ASSURANCE PROCESS

The UECU quality-assurance process has always had, and will continue to have, two main features. First, it carries out periodic reviews of each UECU center and affiliate; second it includes an ongoing consultative/evaluation component. The process escribed here incorporates more improvements relating to implementation, which has been weak, rather than to overall design.

The UECU administrative organization calls for a quality assurance officer responsible for implementing and improving the quality asurance effort of the Union. This staff officer administers and reviews all aspects of the QAS process.

The review process will be carried out by QAS teams. Each QAS team consists of three persons: one from a member of the UECU Consoritum, one from a peer Center or Affiliate (directors are excluded), and one representing the UECU Central Office. All three are appointed by the President. A Center/Affiliate may suggest persons for consideration as team members, and may request a change in team composition by providing a written statement expressing specific concerns.

The QAS teams will visit each ongoing UECU Center of Affiliate at intervals no greater than every two years. A regular biennial visit will allow for preparation time and for the follow-up activities which ordinarily result from a visit. In preparation for the biennial visit, each Center or Affiliate will prepare a self-evaluation statement which reports on (a) its present status, (b) recent accomplishments, (c) persistent and new issues affecting the overall program, (d) responses to recommendations from previous team visits, and (e) future plans, including proposed immediate next steps. Each Center or Affiliate will develop its own format, with suggestions and help from the UECU QAS officer.

In addition to the self-evaluation statement, the UECU teams have been, and will continue to be, provided wth specific objectives for each review to focus team efforts and to ensure that critical issues are thoroughly assessed. Each statement of objectives will be developed in consultation with the Center or Affiliate undergoing review. A recent charge statement to one QAS was based on the major issued identified by the Affiliate; leadership and UECU personnel, with careful attention paid to previous team reports and developments since the last visit. Information received from the UECU Registrar, Comptroller, academic review bodies, and other internal groups will be additional sources from which the charge to the team can be developed.

Each UECU QAS team spends two days on-site, using the charge to the team as a basic guide, but with the explicit understanding that the team is encouraged to pursue any issue it believes helpful in its assessment and contributes to recommendations for overll improvement of the program.

QAS teams have prepared, and will continue to prepare, two reports: an oral report given at the conclusion of the visit, and a written report which covers issues identified, analysis, and recommendations for action. Written reports are addressed to both the unit and the UECU. Reports are first submitted to the center or affiliate visited for correction of factual errors and for reactions. Subsequently, all team reports are to be distributed widely within the UECU network, the UECU trustees, to central officers, and to all undergraduate Centers/Affiliates, for undergraduate reviews, and to all graduate Centers, for graduate reviews. This open sharing system will help keep those intimately concerned with the degree programs knowledgeable about the concerns that affect degree program quality.

As each team report is completed and circulated, the QAS officer will transmit a set of proposed QAS follow-up activities, when necessary, to the President for his review and action. Team members are encouraged to prepare reports with specific recommendations that can be followed up within months or at least by the next visit.

Proposed Centers or Affiliates, as well as all program development activities at existing Centers or Affiliates, will be subjected to the QAS review team process, with a UWW or UGS director as a team member. For example, at one time there were 28 proposals pending concerned with offering the UECU degrees, as well as adding a master's to our degree offerings. Important developments like these directly affect the overall quality of the UECU. Therefore the QAS will be utilized for all existing degree programs and all proposed activities.

Nondegree program developments are monitored by other processes and by appropirate UECU officers. For instance, institutions and organizations interested in joining the Consortium are reviewed under a similar but separate review team process.

CONSULTATION/EVALUATION

While the biennial reviews provide for regular quality assessment, the UECU needs ongoing contact with its Centers and Affiliates. The consultant/evaluator component of the QAS process in intended to fill this need. As the UECU refines its learning process components, the network often needs assistance to revise existing practice. For example, at the undergraduate level, the Centers and Affiliates face shared problems relative to the development of basic skills, such as writing, reading and computation. Under this aspect of the QAS, a consultant/evaluator will visit the UWW programs both to consult with and to evaluate the programs to assist in the continual upgrading of implementation and conceptual design of UECU learning processes.

The consultation will bring needed expertise to program staffs and will be a direct effort towards program improvement. The consultant may lead workshops, meet with core faculty and share information about UECU resources.

The evaluator role of the QAS consultant relates to the assessments to be made regarding the efforts the Center or Affiliate is making toward strengthening the program. Sharing experiences within the network will assist in bringing UECU degree processes to a consistent level of high quality. The consultant making visits will comment on the quality of efforts under way to address concerns identified by the QAS teams. The consultant/evaluator process will also be utilized to respond to concerns that emerge at a Center or Affiliate by responding to requests for asssitance or as a follow-up to direction from the President to review an educational activity.

The use of consultant/evaluators and QAS teams by Consortium member institutions is viewed as a desirable next activity. The QAS can provide knowledge and experienced persons to Consortium members and others with UWW programs, who can help in assessment of existing educational programs or assist in planning new ones. In this way, QAS has the potential of increasing the UECU's impact on institutions of higher learning and providing a direct and needed service to Consortium members.

SUMMARY

The QAS is an important component of UECU's overall activities. Our energies have been concentrated on designing a system related to the current degree programs as a first priority. We are still experimenting with the format for assessing proposed progrms, new centers and additional affiliates. As the UECU network develops, we will include quality assurance as an integral assessment component.

The periodic team review of program activities, the use of UECU consultants to assist in general and specific problem areas, and the emerging emphasis on assessing the quality of the interactions among those who constitute the Union are all designed to be positive and productive experiences for those involved. We are trying to overcome the usual conception of assessment as a negative experience. The QAS will accomplish its objectives if it concentrates on dealing with the issues in an atmosphere of openness, sharing, caring and honesty.

Chapter V

PLANS FOR THE FUTURE

The UECU effort thus far has been primarily concerned with upgrading and refining the concepts and processes embodied within the Union as a degree-granting institution. The vision that generated our development is no less vivid today, and it encompasses both the existing UECU features and some yet to come.

This section of the self study shares our plans for the future. We strive for a balance between continuity with what has gone before and being responsive to unexpected opportunities consistent with our mission. Our present plans are divided into the following sections:

1. Further development of the UECU learning process;
2. Consortium building;
3. Networking and communication;
4. Strengthening the institution.

FURTHER DEVELOPMENT OF THE UECU LEARNING PROCESS

At the undergraduate level our next steps will be concentrated on improving and refining the UWW processes in those areas still needing attention, such as: basic skills development, academic recognition of prior learning, and degree-plan specification in terms of UECU degree criteria.

Within UGS, the emphasis will be on continual up-grading of overall program quality and adapting the graduate learning process to the ongoing reorganization of the Graduate School from the present five centers to one center with a single academic officer within a regionalization format which maximizes the networking focus of the UECU. For both undergraduate and graduate programs the search for evaluative criteria and appropriate performance measures will continue to engage our time and energy. The current USOE Special Services grant enables the undergraduate program to begin to address these areas during the current year. Graduate School faculty representatives have and will continue to work with regional and professional agencies to design appropriate criteria to judge quality at the doctoral level.

A powerful learning process has evolved within the Union, and our emphasis will be to sustain our direct experience with learners who engage it. Overall graduate and undergraduate enrollments are tending toward a steady level. There is sufficient enrollment to allow the Union to continue to experiment with its present learning processses—exploring new areas of knowledge, refining the process, and reaching out to underserved clientele, rather than attempting to offer new degrees. We have attrition problems at the undergraduate levle, and each center or affiliate is charged with isolating the contributing factors and identifying any overall pattern. Full-time counselors have been added at those units with significant minority populations to assist in this effort.

Another important area to be strengthened is the interaction between the graduate and undergraduate programs. Throughout the simultaneous development of both, there has been some sharing and discussion; in fact, selected features of one are reflected in the other. The UWW degree committee, for example, is similar to the UGS committee, while the UWW program has helped the graduate school in its attempts to recruit and select matriculants from minority populations. The importance of more sharing is illustrated in UWW and UGS learners' and graduates' responses to very similar survey questions asking about the impact of the learning experience on changing the way they view the world. The response is shown in Table 20.

TABLE 20

IMPACT ON UWW AND UGS LEARNER'S WORLD VIEW

IMPACT	UWW	UGS
Not at all	37%	9%
Peripherally	28	30
Noticeably	28	50
Radically	7	11
	n = 295	n = 562

The difference in the responses indicates how much more can be done to share the experiences and insights each program activity gains over time. We plan to continue the direct communication begun through the self-study process.

In short, the basic graduate and undergraduate learning processes are in place. While these are comprehensive in nature, further refinements and improvements in conception and implementation are needed and will be given our highest priority; and communication and sharing between the undergraduate and graduate programs will be actively encouraged.

CONSORTIUM BUILDING

The Union relies upon its sustaining Consortium, and it strongly supports the experimenting focus of the UECU in American higher education. The extensive personal and organizational network which brings so much energy to the Union's efforts is directly related to the development of the Consortium as the base of our effort. The Commission on Mission and Membership reaffirmed these qualities, and others, of the Union. The addition of organizations other than colleges and universities at the last membership meeting demonstrates current efforts to expand and redefine the Consortium. The current categories of membership—UECU Centers, Affiliates, Associates and individual memberships—reflect an increasing clarity of definition of the Consortium as a whole.

The future of the Consortium is tied to these activities. We are uncertain about some important questions; for example, how many UECU Centers are needed or are sufficient to sustain the constituency we serve and our ongoing refinement of our graduate and undergraduate learning processes? Similarly, how many Affiliates can we work with productively, and how long can an organization or institution remain in this status? Are there new types of Affiliates we are presently overlooking, such as a learning community? Another unresolved issue is the movement across membership categories. The UECU Associates were Affiliates at one time, but no Affiliate has become a Center, nor has a Center become an Affiliate or Associate. These questions of membership categories are intimately tied to the long-term viability and responsiveness of the Union.

Another equally important Union objective is to meet a primary mission of promoting positive change in higher education. This can best be accomplished by working closely with those member colleges and universities that desire to explore the UECU learning processes and/or increase their capacity for serving minority members or older learners. The Union, through its Consortium, also plans to devote energy to working with non-consortium members, both alternative educational institutions and interested regular colleges and universities. The Consortium has made a significant impact already and future plans call for sustaining that effort.

The Union proposes to become more active in public policy formulations and initiatives concerning the older life-long learners. We plan to join with others who share a similar commitment, for instance, regional and national organizations such as CAEL's proposed life-long learning centers, are worthy efforts and we will lend our support, network and resources to those organizations who share our vision. Moreover, we plan to sustain our present posture of collaboration with

others like the Ohio Board of Regents, concerning ongoing and future efforts to design and implement evaluative criteria and measures for alternative post-secondary institutions and programs.

The Consortium is continuing its own transformation. UECU began as a small group of private liberal arts colleges. It has since expanded to include large and small, public and private institutions of higher education, and most recently the Consortium has embraced organizations and institutions that are not degree granting. All these Consortium members, along with the UECU Affiliates, Centers and Associates, illustrate our geographically dispersed, decentralized, extensive network. Our planning has taken into account that the present changes in the sustaining Consortium and its constituent parts will continue. Our new strategy will be to identify institutions we wish to have in our network and encourage them to join with us. We are moving toward a new basis of unity, one where colleges and universities can share with and receive from others inspiration, along with personal and institutional contact. This new Consortium may be called the UNION FOR EXPERIMENTING EDUCATIONAL AND SOCIAL INSTITUTIONS (UEESI). At the present time we have only a glimmer of an idea of what UEESI might become; but its promise and prospects are self-evident to many who see the time has come for a greater unity among those who seek to improve the quality of life and learning. We believe strongly in this idea and will appoint a task force on long-range planning to clarify the concepts, address the issues and determine the feasibility for this continuing transformation of the Union. Our aim is to strengthen and enlarge the Consortium as well as to develop a set of activities responsive to the individual and collective needs of our member institutions.

For the past three years the UECU has discussed establishing a FUND FOR THE ADVANCEMENT OF ALTERNATIVES IN HIGHER EDUACTION, as a UECU foundation. Its primary objective would be to aid Consortium members UECU units, and other committed institutions in the development and implementation of experimental concepts, deliveries systems and related evaluation designs in higher education. Our plans call for moving ahead with this idea.

NETWORKING AND COMMUNICATION

The Union identifies itself as an interactive network, and consequently, has been expending considerable energy over the years towards building the foundation of this network. In the future, networking will receive considerably more attention. Every learner's committee, various task forces, UECU Centers, Consortium members, Associates, Affiliates and individuals all contribute to a personal, group and institutional network that incorporates great energy, interest and resources. This network falls far short of its potential, however, because awareness of one another beyond the immediate structure of degree-related interactions is very limited. Now that the degree processes are clarified and the Consortium is capable of responding to various groups and institutions engaging in positive social change, the time is right for major efforts at network building. Networking is the process of developing the necessary support system which alternative education sorely lacks. While persons at a campus-based institution can often find their colleagues close by, those of us working in alternative institutions often find our colleagues in another part of the country inside and outside of colleges and universities and beyond present professional organizations. And, often justifiably, social change-oriented persons and organizations are wary of educational institutions, including alternative ones like the UECU. Networking is the process through which a mutually supportive relationship can be developed and sustained, and communication is the key to the development of this extensive support system.

Communication needs have never been higher in the Union. As we have evolved historically with considerable emphasis upon the development of UECU Centers and Affiliates, primary communication has been between directors and central headquarters staff. The UWW and UGS Councils reinforced this pattern, and the distinction between personal and institutional communication is often blurred. While those communication practices have been modified somewhat by the slef-study process, there are still major concerns. Contact among Consortium members is too limited, and little communication flow exists between UECU degree centers, where major learning-process development is taking place, and Consortium members. Moreover, the undergraduate operations and the graduate school are not in regular contact. Nor is there any clear linkage between the undergraduate associates and UECU Centers and Affiliates, although the recently developed UWW Associate Council is a step in the right direction. Contact with those outside the

Union, such as CAEL, the Center for Individualized Education, the League for Innovation, and the numerous alternative post-secondary institutions, is far too infrequent, not face to face oten enough, and lacks sufficient substance.

Our recent activities have included the appointment of a UECU Communications Task Force, following the annual membership meeting in April, 1977. The task force, whose membership extends beyond the Union itself, has met twice, and it has been exploring ways to enhance contact within the Union and with others throughout the alternative education movement. Some of the methods the task force members are sharing and exploring are: residential conferencing, computer/electronic transmission, computer conferencing, teleconferencing, audio and video resource sharing, and a UECU journal devoted to the various issues confronting the UECU and similar institution. The new UECU newspaper, *Delivery*, is a direct result of tast force activity.

Time, energy and money profoundly influence the extent of the development of a communications system within the UECU network. Our present emphasis is on sorting out what already exists within the network; connecting with existing persons, groups and organizations, such as the Black communications network and writers' co-ops; and keeping abreast of upcoming events, like computer conferencing and the Associated Press Educational Wire Service.

The importance of networking cannot be underestimated. The future of the Union is dependent upon our capability to capitalize upon what we have already accomplished and demonstrate to the higher-education community the importance of this new concept and process, since all benefit from understanding and mutual support.

STRENGTHENING THE INSTITUTION

Our plans for the future include further development as a degree-granting institution. We have been struggling with developing our financial base and determining what overall UECU activities can be supported from our projected income. Since the beginning our sources of income have been primarily tuition, grants and membership fees. Simply put, long-term fiscal viability of the Union has yet to be demonstrated. We have taken some steps toward solving our fiscal problems through micro-analysis of a UECU center's operation, the appointment of a comptroller, and developing a budget review process that generates realistic fiscal year income and expenditures throughout the system. We need longer-term budgeting. We are still recovering from a poorly designed and administered fiscal operation which, at its best, was incompatible with the nature of this evolving institution. While the Union has remained solvent, it has not generated good will among many who waited unreasonably long periods for reimbursement. We recognize our shortcomings in this area and, while fiscal issues are seldom easily solved, we are developing a sound fiscal structure which will correct past deficiencies and institute processes to prevent recurrances.

Another aspect of institutional strengthening concerns our efforts to develop an overall governance system that truly reflects the Union's uniqueness. Existing formats are much more suited to campus-based institutions, and we will continue to evolve a governance format that is not, like many, an end in itself, but one that contributes to our commitment to networking.

The Union has always attempted to share decision-making and policy formulation. While some centers and affiliates have had less difficulty than others in designing a workable governance system, the shortcomings of the overall Union effort appear sharply when factors like geographical dispersion become prominent. This is reflected most clearly in the Graduate School and its current efforts at reorganization; and governance hopefully will provide UECU with some directions for reconciling overall governance concerns within our context as an interactive network.

With more UECU learners graduating each day, now over one thousand, we have done little to explore ways of sustaining meaningful contact with our graduates. Efforts to build usual alumni groups have not been too fruitful and seem inappropriate in many ways to our interests in networking. The Union constituency, its learning processes, and overall objectives do not easily mesh with the establishment of alumni groups carrying on activities to support the UECU. We do need to involve our graduates actively in the network; for example, they become resources to other learners by serving on committees.

One suggested solution which will be explored is to expect all matriculants to agree to be involved with the Unio for a seven year period. During this time most would, of course, work toward and

with the Union for a seven year period. During this time most would, of course, work toward and complete their degrees. Beyond graduation then, we could involve the learners in various UECU activities. The idea of making this expectation of learners clear for a significant period of time would increase our efforts to build the network, reduce the numbers of those who seek the Union degree as a credential only, and enable us to plan a better system of involving graduates in our future based upon direct experience. This idea will be on the Long-Range Planning Task Force agenda.

Many of these new ideas embody significant policy questions. We plan to explore the creation of a UECU Policy Research office, which would identify issues, indicate needed new policies, and define new programs to be developed as a result of policy research activities. This office would then present policy options for the UECU in its efforts to maximize impact.

CONCLUSION

The Union, at its current stage of development, mandated that the self study process concentrate squarely on making a definitive statement concerning its mission and ongoing efforts to fulfill its institutional objectives. We represent an important future aspect of American higher education. While young compared to most colleges and universities, we have already developed some worthy traditions—as well as some bad habits. Throughout the self study process there was a constant tendency to look to the future in order to avoid the painful present. We stayed with our concentration on present issues, however, and this self study report reflects much hard thought and resultant action as a consequence of that process.

Many of the ideas presented in this chapter were discussed fully with the task forces, and others touched upon, but most will be new to the majority of our constituency. The future is always uncertain, but that is what makes it so exciting to contemplate. We are less defensive and more affirmative about ourselves, what we represent, and what we are doing to accomplish our mission, than ever before in our history. Our better understanding of our past and clarity about our present bodes well for our future. The Union has come a long way since those early beginnings in 1964, and our vision for our future reveals how far we have yet to travel.

APPENDIX A

Previous Degrees Earned by UGS Learners and Graduates

College or University	Number of Learners Reporting Degrees Earned
New York Univ.	53
Columbia University	52
Antioch College	46
Univ. of California	33
Goddard College	28
CCNY	23
Temple University	21
Univ. of Wisconsin	19
Howard University	19
Harvard University	18
Univ. of Pennsyl.	17
Loyola University	17
American Univ.	16
Brooklyn Univ.	16
Ohio State Univ.	16
Hunter College	16
San Diego State Univ.	15
Univ. of Chicago	15
UCLA	15
Boston University	14
Geo. Washington Univ.	14
Univ. of Illinois	14
Michigan State Univ.	14
Univ. of Miami	13
New School for Social Research	13
N.E. Illinois Univ.	13
Univ. of Minnesota	13
Univ. of Maryland	12
Univ. of Michigan	12
Indiana University	12
Northwestern Univ.	12
Wayne State Univ.	12
Univ. of Washington	12
Yale University	12
S.U.N.Y.	11
Stanford University	11
Rutgers University	11
Morgan State Univ.	11
Cornell University	11
Calif. State Univ.	10
S.F. State Univ.	10
Copping State College	10
Univ. of Colorado	10
John Hopkins Univ.	10
Roosevelt University	10
Case Western Reserve University	9
Univ. of Cincinnati	9
Depaul University	9
University of Texas	8
Univ. of Massachusetts	8
Univ. of So. California	8
Syracuse University	8
University of Texas	8
Catholic University	7
Bank Street College of Ed.	7
Brandeis University	7
Chicago State University	7

College or University	Number of Learners Reporting Degrees Earned
University of Florida	7
Kent State University	7
Lincoln University	7
University of Missouri	7
Pennsylvania State Univ.	7
University of Puerto Rico	7
Washington University	7
Xavier University	7
University of Hawaii	7
University of Denver	6
Long Island University	6
Sarah Lawrence College	5
Atlanta University	5
Cheyney State College	5
Governors State University	5
University of Kansas	5
Miami University	5
Oberlin College	5
Pratt Institute	5
Princeton University	5
W. Virginia University	5
Wright State University	5
Adelphi University	4
Amherst College	4
Arizona State University	4
Brown University	4
U.C. Calif-Davis	4
Calif. State-Sonoma	4
Calif. State-Chico	4
Central State University	4
University of Dayton	4
Drexel University	4
Dillard University	4
E. Los Angeles City College	4
Fairfield University	4
Georgetown University	4
University of Iowa	4
Marshall University	4
Univ. of Notre Dame	4
St. Joseph's College	4
So. Illinois University	4
Teachers College (Illinois)	4
Trinity College	4
Northeasten Ill. Univ.	4
Tufts University	4
University of Utah	4
University of Vermont	4
U.S. Internat'l University	4
W. Virginia State College	4
Univ. of Alabama	3
Allegheny College	3
Antioch-Putney Grad. School of Ed.	3
Fresno State College	3
Cleveland State University	3
Univ. of Connecticut	3
Drew University	3
Duke University	3
Florida A – M University	3

College or University	Number of Learners Reporting Degrees Earned
Florida Internat'l University	3
Glassboro State College	3
Georgia State University	3
Hofstra University	3
Iowa State University	3
Kentucky State University	3
Lehigh University	3
Univ. of Louisville	3
Mass. Institute of Techonology	3
Mills College	3
Morehead State University	3
Univ. of New Hampshire	3
Univ. of New Mexico	3
University of Ohio	3
Univ. of Oklahoma	3
Oregon State University	3
Patterson College	3
University of Pittsburgh	3
Radcliff College	3
St. John's University	3
Shaw University	3
SUNY at Buffalo	3
Spalding College	3
Towson State University	3
Virginia Commonwealth Univ.	3
Virginia State College	3
Wellsley College	3
University of Akron	2
Alabama State University	2
Arkansas A&M College	2
Auburn University	2
Andrews University	2
University of Arkansas	2
So. Connecticut State College	2
S. Methodist University	2
Smith College	2
SUNY @ Old Westbury	2
Univ. of San Francisco	2
Tennessee A&1 Institute	2
Bennett College	2
Bluefield St. College	2
Bowling Green St. Univ.	2
Bryn Mawr College	2
Boston College	2
Bucknell University	2
Univ. of Baltimore	2
Beloit College	2
Univ. of Calif-Santa Barbara	2
Calif. State-Long Beach	2
Calif. State-San Jose	2
Cambridge Institute	2
Colgate University	2

College or University	Number of Learners Reporting Degrees Earned
Cedar Crest College	2
Clark University	2
C.W. Post College	2
Colorado State Univ.	2
Univ. of Delaware	2
Delaware State College	2
Drake University	2
Duquesne University	2
Elizabeth City State Univ.	2
Eastern Kentucky Univ.	2
Farleigh Dickinson Univ.	2
Fisk University	2
Florida Atlantic University	2
Florida State University	2
Goshen College	2
Harpers College	2
Hobart College	2
Haverford College	2
Illinois State University	2
John Carroll University	2
Knox College	2
Univ. of Kentucky	2
Kansas State University	2
Langston University	2
Marygrove College	2
Monmouth College	2
Montclair State College	2
Univ. of Maine	2
Mesa Community College	2
Middlebury College	2
Marymount College	2
National College	2
New Mexico State University	2
Univ. of Nottingham	2
Occidental College	2
University of Oregon	2
Peabody College	2
Univ. of the Pacific	2
Pacific Lutheran University	2
Pasaden City College	2
College of St. Catherine	2
Tougaloo College	2
Tuskegee College	2
United Theological Seminary	2
Union College	2
Univ. of Virginia	2
Vanderbilt University	2
Washington State College	2
Whittier College	2
Winston-Salem State Univ.	2
Yeshida University	2
Youngstown University	2

INDIVIDUAL LEARNERS REPORTED EARNING DEGREES FROM THE FOLLOWING INSTITUTIONS:

Alabama State Univ.
Amer. Conservatory of Music
Arkansas City Jr. College
Albion College
Alcorn College
Allen University
Air University
Austin State University
Arkansas State
Amer. Inst. for Psychoanalysis
Andover-Newton Theological Seminary
Art Institute of Chicago
Alvin Jr. College
Academy of Asian Studies
Assumption College

Bennington College
Brenau College
Briarcliff College
Univ. of Bridgeport
Barnard College
Baylor University
Baltimore Community College
Bair College
Boston State University
Bard College
Benedict College
Blackburn College
Ball State University
Boston Museum School
Boston Family Institute
Bemidgi State University
Bishop College
Bates College
Baruch College

Calif. State Univ. - Fullerton
Calif. State Univ. - Los Angeles
Calif. State - San Bernardino
Carelton College
Carnegie-Mellon University
Calif. School of Psychology
C.U.N.Y. - Queens
Coe College
Chicago Teachers College
Columbia College
Creighton University
Central Michigan University
Chapman College
Central Connecticut State College
Cooper-Union College
City University
Capital University
Concordia Teachers College
Centenary College
Cardinal Stritch College
Connecticut College of Dance
Douglas College
D.C. Teachers College
Delaware State College
Univ. of Detroit
Dickinson School of Law

Eastern Michigan University
Eastern Washington State College
Empire State College
Elmhurst College
Episcopal Theo. School

Florida So. College
Franklin & Marshall College
Fresno City College
Fairhaven College
Ft. Valley State College
Franklin University
Frostburg College
Fuller Theological Seminary

Gallaudet College
Golden Gate Baptist Theo. Seminary
Greenville College
Gettysburg College
Gustavus-Adolphis College
Gestalt Institute of Cleveland
Gen'l Theological Seminary
Glendale Community
Garrett Theological Seminary

Hebrew Union College
Huntington College
Harris Teachers College
Humanistic Psychology Institute
Huron College
Harding Grad. School of Religion
Hampton Institute
Hartford Seminary
Hartford College for Women

Indiana Central College
Illinois-Wesleyan University
Iowa-Wesleyan

Juilliard School
Jewish Institute of Religion
Johns Hopkins

Kendall College
Kennedy King Jr. College
Kansas State Teachers College
Keen State College
Kenyon College

Lakeshore Teachers College
Lebanon Valley College
Lamar University
Loretto Heights College
Lawrence University
Leslie College
L.A. Conservatory of Music
Lone Mountain College
Lehman College
Livingston College

ManKato State College
Marquette University
Mary Washington College
Mason Seminary
Medical College of Virginia
Methodist Theological Seminary
Millsaps College
Moris Harvey College
Miami-Dade Jr. College
Maryland State College
Morgan State
McCormack Theo. Seminary
McAlister College
Manhattanville College
Univ. of Mississippi
Mount Holyoke College

Nazareth College
University of Nebraska
Nebraska Wesleyan University
Univ. of New Haven
Newark College of Eng.
College of New Rochelle
N.Y.C. Community College
N.Y. State Institute
No. Carolina College
North Park College
No. Dakota State
North Carolina A&T State Univ.
No. Dakota State College
Norwalk Community College
Northern University
New College
National University

University of Nevada
Newark State College
New School of Behavioral Studies
Nat'l Academy School of Fine Arts

Oakland University
Oklahoma Baptist University
Oklahoma City University
College of the Ozarks
Oklahoma State University
Omaha University
College of Osteopathic Medicine & Surgery
Oswego State Teachers College, N.Y.

Pensacola Jr. College
Philander Smith College
Pitzer College
Univ. of Portland
Presbyterian School of Christian Education
Purdue University
Pacific School of Religion
Peabody Institute
Parsons College
Prairie View A&M College
University of Puget Sound
Pine Bluff
Phillips University
Pepperdine University
Perkins
Park College
Phoenix Art Institute
Howard Payne College

Rensselaer Polytech. Institute
University of Rhode Island
University of Rochester
Richmond College
Reed College
Randolph-Macon Women's College
Rio Hondo College

St. Louis University
St. Francis Major University
St. Basil's College
St. Procopius College
San Diego City College
University of San Diego
Santa Rose Jr. College
Univ. of So. Carolina
Skidmore College
So. Central Community College
Southwest Missouri State
South Dakota State University
Southern University
San Fernando Valley State
San Francisco Theological Seminary
State University of N.Y., Birghamton
Stetson University
Southeastern University
Seattle Pacific College
Simmons College
University of Santa Clara
Springfield College
Univ. of South Florida
Southampton College
San Francisco City College
St. Stephen's College
St. Michael's College
St. Patrick's Seminary
Seattle University
Swarthmore College
Southwest Missouri State
St. Francis Jordon Seminary
S.U.N.Y.- Albany
Southwestern University

University of Toledo
Troy State University
University of Tulsa
Tulane University
Trenton State University
Texas Central College
Texas A&I University
Robt. A. Taft Institute of Georgia
U.C. Santa Cruz
University of Uppsala
U.S. Coast Guard Academy

Villa Maria College
Virginia Union University
Villanova University

Waterloo University
Wayne Community College
Webster College
Wenatchee Valley College
Western Illinois University
University of Western Kentucky
Wm. Alanson White Institute
Westminster College
William Penn College
Wilson Jr. College
Winthrop College
Witchita State
West Michigan University
Williams College
Winston-Salem State University
Westchester Institute
Wheaton College
Wilberfore University
College of Wooster
Wilmington College

Young-Harris Jr. College

DEGREES EARNED FROM FOREIGN INSTITUTIONS:

University of Alberta	1
University of the Americas (Mexico)	1
University of Buenos Aires	1
Budapest Institute of Technology	2
Cambridge University, Gr. Britain	4
Colegas Tlaleldco	1
Free University (Berlin)	1
Faculte libre de theologie Evangelique	1
Greater China University	1
University of Guanajuate	1
University of Hamburg	1
Hebrew University (Israel)	1
University of Heidelberg	1
Haile Selassie University (Ethiopia)	1
Instituto Cultural de Mexico	1
Instituto Nacional de Guadalajara	1
Instituto Allende	1
Instituto Catholique	1
C.G. Jung Institute (Zurich)	2
University of London	4
London School of Economics	2
University of Madras	1
McGill University	4
University of Mexico	1
Univ. Nat'l Autonoma de Mexico	1
C.U.M. (Mexico) Mexico City College	1
University de Montreal	1
University of Munich	2
University of Paris	3
Plymouth & Des-Port Tech Coll. (Eng.)	1
University of the Phillipines	2
Univ. of Ryokos - Okinawa	1
Assoc of Royal Inst. of Chemistry (Eng.)	1
University of Toronto	4
University of Vienna	1

APPENDIX B

UECU Update-October, 1977

The Union for Experimenting Colleges and Universities is a consortium with twenty six (26) member institutions as of July 1, 1977. The element common to all member institutions is an interest and commitment to educational change and to the development of innovative and alternative forms of learning both as separate programs and within the participating member colleges and universities. There is no prescribed manner in which its members must participate in UECU and its various programs. A variety of patterns have emerged over the years UECU has existed, with many initiatives coming from member institutions; and, a number of new ideas and strategies for learning started by UECU in which its member institutions participate in locally responsive styles.

UECU is unique among higher education consortia in its legal base as a degree-granting non-profit institution authorized by the Ohio Board of Regents to confer baccalaureate and doctorate degrees. This authority has been used in both the undergraduate University Without Walls, and the Union Graduate School Doctor of Philosophy programs.

UECU CENTRAL STAFF

King V. Cheek, President
Samuel Baskin, Goodwin Watson Distinguished Professor and GWI Director
Warren Buford, Education Counsel to the President
Laura M. Brownell, Accountant
Ben Davis, Quality Assurance Officer and Director of Evaluation
Lois Hinrichs, Administrative Assistant to the Finance Office
Connie McWilliams, Receptionist
Robert Nawalaniec, Controller
Douglas Ross, Assistant Controller
Ruth F. Rotunno, Registrar
Jane M. Schoen, Administrative Assistant to the President
Dori Shannon, Coordinator GWI and Associate Director of Program Development
Kathy Steele, Administrative Assistant to GWI and Special Services

CATEGORIES OF RELATIONSHIPS BETWEEN UECU AND THE PROGRAM CENTERS, AFFILIATES AND MEMBER INSTITUTIONS

The UECU has devised different categories of membership as the means of implementing its overall mission and objectives. Each category is characterized by a pattern of working relationships and accountability that differ substantially. The categories are: 1) Membership in the consortium; 2) Centers; 3) Affiliates; 4) Associates; 5) INTERVERSITAS. Each category is defined as follows:

I. MEMBERS OF THE CONSORTIUM
See page 11

II. CENTERS AWARDING THE UECU DOCTORATE OR BACCALAUREATE DEGREE

All undergraduate and graduate Centers are integral to UECU, and are directly operated in the sense that they are within the UECU budget, their staff are UECU employees, and they must account fully to UECU for their financial and educational operations.

III. AFFILIATES AWARDING THE UECU/UWW BACCALAUREATE DEGREE

Affiliated units in this group are sponsored by a Host Institution member of the consortium. All Affiliates may enroll learners and recommend candidates for UECU degrees subject to UECU established policies and practices, including the quality assurance process, and generally share a close working relationship with the UECU Central Office.

IV. ASSOCIATES AWARDING HOST INSTITUTION DEGREES

UWW/Units in this group are all sponsored by and are programmatically and financially responsible and accountable to the sponsoring Host Institution. All units have developed and maintained their UWW programs within the Key Concepts of UWW and, in some instances, received planning funds for initial program development, and, from time to time share in special projects such as Teacher Corps/Corrections, High School/College/UWW and the like. In general, these units share in the UECU network activities and receive some central staff assistance. Some units in this group offer programs that are unique and do not lead to the awarding of a degree.

Associates fall into three sub-categories: A) colleges and universities that are members of the consortium, offer a UWW or similar program, but award their own degree; B) former members of the Consortium, which offer their own degree to persons successfully completing a program; C) colleges and universities which offer a UWW-type program, or an alternative graduate learning process, but have not been involved with the Union in earlier times or as a member.

V. INTERVERSITAS - a world association of experimenters in postsecondary education.

LISTING OF INSTITUTIONS IN EACH MEMBERSHIP CATEGORY

I. MEMBERS OF THE CONSORTIUM

See page 11

II. CENTERS AWARDING THE UECU DOCTORATE AND BACCALAUREATE DEGREE

A) Centers Awarding the UECU Doctorate Degree

1) UNION GRADUATE SCHOOL-ONE;
106 Woodrow St., Yellow Springs, OH 45387
P.J. Manion, Interim Director; Enrollment: 397

The Union Graduate School was developed in response to the fact that for many competent learners existing graduate programs are too limited, prescribed and inflexible, and poorly adapted to the needs of a society in crisis.

The Union Graduate School offers features not present in traditional programs:

a) The opportunity for learners to design programs especially suited to their objectives;

b) the possibility of utilizing a far broader range of educational resources than can be found on any single university campus;

c) the opportunity to be appraised on the basis of individual progress rather than by time served or earned credit hours; and

d) the opportunity to make a contribution of excellence in research or scholarship through a variety of forms.

The learner's program is largely self-directed, but includes close associations with a group of fellow learners and continuous dialogue with a variety of faculty and other resource persons. Successful learners receive the Doctor of Philosophy Degree.

2) UNION GRADUATE SCHOOL-LEADERSHIP IN EDUCATION
716 Xenia Ave., Yellow Springs, OH 45387
Jonathan Daube, Director; Enrollment: 114

UGS-LE learners are persons engaged in any aspect of education, and helping others in their learning. Education is seen in a broad perspective, and the Center is involved in such issues as how individuals and groups learn; how institutions like school operate; how learners and others can effect change; and how policy questions can be raised and answered in areas such as learning styles, collective bargaining, affirmative action, sexism, racism, accountability, human development, competency-based programming.

3) THE UNION GRADUATE SCHOOL CENTER FOR MINORITY STUDIES
c/o Coppin State College, 2500 W. North Ave., Baltimore, MD 21216;
Nick Aaron Ford, Director; Enrollment: 71

The Union Graduate School Center for Minority Studies is designed for learners interested in study, research, and internships concerned with the history, culture, and/or problems of minorities living within the United States. A major consideration for admission to this program is the applicants' background and experiences working with minorities and their desire and ability to work in an interdisciplinary and/or trans-disciplinary setting.

Although the focus of the program is upon minority studies, other programs of the Union Graduate School are also open to learners who, for various reasons, may wish to pursue a minority studies-oriented project. Admission is open to any qualified applicant interested in such a focus, regardless of race, color, religion, or national origin. During the learner's affiliation with the program, the candidate, with the aid of core and adjunct professors, will be expected to develop doctoral-level skills and patterns of thought which contribute to academic competency, self-sufficiency, and self-direction.

4) UNION GRADUATE SCHOOL-WEST
717 Market St., Suite 616, San Francisco, CA 94103
Ben Davis, Director; Enrollment: 104

The Union Graduate School-West serves primarily, but not exclusively, learners residing west of the Rockies. UGS-West focuses on personalized learning strategies, internships, and a Project Demonstrating Excellence. Admission to UGS-West depends upon intelligence, creativity, demonstrated capacity for self-direction, and disciplined effort toward self-chosen objectives. Learners work with a doctoral committee of their own choosing, selected from UGS-West core faculty, UGS learners & graduates and scholars and practitioners from a variety of institutions and locales. The program permits learners to work and study wherever best fits their personal, professonal, and scholarly needs. Programs of study are designed to bring about significant changes in the capabilities and attitudes of learners, and to contribute to active life-long learning and participation in human affairs.

Each matriculant participates in an "entering" residential colloquium of two weeks' duration, followed by three one-week seminars, offered every three months. A seminar brings learners, core faculty, adjunct professors and others together for continued exploration and sharing of study and work. Each learner's program of study builds toward an individualized Project Demonstrating Excellence that integrates diverse competencies.

5) THE GOODWIN WATSON INSTITUTE FOR
RESEARCH AND PROGRAM DEVELOPMENT
2331 Victory Parkway, Cincinnati, OH 45206
Samuel Baskin, Goodwin Watson Distinguished Professor and Institute Director;
Dori Shannon, Coordinator. Enrollment: 31

The Goodwin Watson Institute is a pilot program designed to serve selected doctoral candidates with strong interests in creative research, who are preparing for a probable career in research or are interested in adding research skills to their other professional competence. Applicants propose research projects designed to make important social contributions. Many of the doctoral projects undertaken by candidates contribute to higher education in general, and UECU member institutions specifically. The program differs from the basic UGS learning process in colloquium requirements and internships. Candidates in the Institute are designated as *Fellows* of the Institute. Each Fellow works under the general direction of a Core Faculty Advisor but may enlist as consultants suitable experts from any university, government agency, or research organization. Each doctoral program is individualized to assure the competence of the Fellow in knowledge of subject matter and a mastery of research tenchiques. Two Evaluations are given to each Fellow. The first usually comes after the completion of a minor research project and the purpose is to demonstrate mastery of pertinent discipline(s) and of the appropriate research methods. The final evaluation is made upon completion of the Major Research.

B) CENTERS AWARDING THE UECU BACCALAUREATE DEGREE

6) UWW/NEW ORLEANS
2929 Tulane Avenue, New Orleans, LA 70019;
Leonce Hampton, Director; Enrollment: 55

UWW/New Orleans is responding to community needs to provide an alternative baccalaureate program that allows adults to pursue career-oriented undergraduate degrees while maintaining their means of livelihood. It is dedicated to the development of innovative educational practices for selected psychologically mature and academically agressive learners. The Center accepts the challenge of enriching the quality of local educational efforts through alternative learning processes while maintaining and significantly improving the quality of its graduates.

7) UWW/OHIO
25 S. Main St., Suite 904, Dayton, Ohio 45402
Daina McGary, State Director; Total enrollment: 170

CINCINNATI CENTER
2400 Reading Rd., Cincinnati, OH 45202
Jeannette Taylor, Coordinator; Enrollment: 32

CLEVELAND CENTER
The Arcade, 401 Euclid Ave., Cleveland, OH 44114;
Robert Koepper, Director; Enrollment: 26

COLUMBUS CENTER
c/o Academy for Contemporary Problems, 1501 Neil Ave., Columbus, OH 43201;
H. Wayne Pipkin, Director; Enrollment: 39

DAYTON CENTER
25 S. Main St., Suite 904, Dayton, OH 45402
Daina McGary, Coordinator; Enrollment: 73

UWW/Ohio has centers in Columbus, Cleveland, Dayton and Cincinnati. Each center has program and administrative coordinators and a cadre of core and resource faculty, all located in each respective city with a statewide director, based in the Dayton Center, coordinating all program efforts. Some advisors and faculty work with learners beyond the immediate city areas. Most learners are adults, although the program provides learning opportunities for younger persons as well.Twospecial focus programsoperate within the framework of UWW/Ohio: The Institute on Community Health advances the competencies of persons in health and allied fields, and the UWW Corporate Degree plan offers special opportunities for persons in business and industry to integrate their education and their work.

8) UWW/PROVIDENCE
160 Broad St., Providence, PI 02903
Gary McLouth, Interim Administrator; Enrollment: 111

UWW/Providence is a learner-centered educational program designed for those who, for reasons of employment, family responsibilities, cultural or personal learning styles, or similar circumstances, cannot participate in more traditional educational programs. A personalized learning plan is created by each learner and a UWW facilitator as they work together to develop and implement a unique educational program. Each learner utilizes a variety of learning methods and resources including internships, on-the-job experiences, projects supervised by community or core faculty, staff seminars, workshops dicussion groups, various individual learning activities, and courses from other area institutions. Learners work toward a UECU BS or BA degree with quarterly assessment and planning cycles.

9) UWW/URBAN REGIONAL LEARNING CENTER
c/o Community College of Baltimore, Lombard St. & Market Pl., Baltimore, MD 21202; Argentine Craig, Director; Enrollment: 82

In an attempt to meet both programmatic and population needs, the Urban Regional Learning Center supports a full range of academic studies with emphasis on the

implications for Black Americans. Its objective is to make contributions of excellence and outstanding service through research and action projects with demonstrated applicability toward ameliorating societal ills as they are manifested in minority group communities. Community resources and academic expertise provide an interdisciplinary focus in such areas as housing, health, education, economics, politics, urban planning, the arts and the sciences. The Urban Regional Learning Center is thematically, programmatically and geographically focused on the Black perspective and minority group problems. It serves all who share these ideals. Each learner in URLC serves as advisor and resource to another learner. Cooperativeness and "each one/teach one" is emphasized. The Philadelphia, Baltimore and Washington regions have a special need for a center like URLC because of the large minority populations in each city.

III AFFILIATES AWARDING THE UECU DOCTORATE OR BACCALAUREATE DEGREE

1) UNIVERSIDAD BORICUA/UWW
1766 Church St., Washington, D.C. 20036
Victor G. Alicea, Chancellor; Enrollment: 19

Universidad Boricua is fulfilling the need for a personalized college level program that is bilingual and bicultural in perspective, and truly accessible to the Latin community in structure. It represents a new type of outreach to those learners who need greater liberation from usual campus-based restraints, but equal access to necessary guidance and human resources. It helps the learner define herself or himself with respect to future aspirations. The Universidad is the pathfinder for those in the first stages of initiating changes. It offers learners resources according to needs and begins a lifelong process of self-direction and development. Finally, Universidad Boricua measures and certifies learners' achievements with a new resource—a baccalaureate degree.

Universidad Boricua's commitment is to strengthen Boricua and Latin American culture through a bilingual approach to all learning activities and through offering instruction in Puerto Rican and Latin American history, art and culture. It is an innovative institution offering learners the opportunity to participate actively in designing and evaluating personalized courses of study. Learners set their own pace individually and in group settings. They participate in supervised internships and practica related to professional goals. They receive personal guidance and individual instruction from an educational facilitator specially rained in these new methods of instruction. As a liberal arts institution if offers each learner a solid grounding in the concepts and broad knowledge areas of the humanities, social sciences, and physical sciences, with careful attention given to the development of specialized skills necessary for professional growth and leadership.

2) UNIVERSIDAD DE CAMPESINOS LIBRES/UWW
840 W. Belmont Ave., Fresno, CA 93728;
Carlos Esqueda, President; Enrollment: 76

Universidad de Campesinos Libres, Inc. (UCLI) is a private alternative institution of post-secondary education serving the campesino (farmworker) communities in the nine counties that comprise the San Joaquin Valley in California. UCLI is the only institution in the United States commissioned to alleviate the specific educational problems of the campesino. Our major goal is to facilitate the transformation of knowledge from each other for the purpose of preparing interpersonally skilled and technically capable people for tomorrow's careers. Major features of the UCLI educational program include:

1) Communication skills are pursued concurrently with the degree proram activities.
2) Learning laboratories are provided with each seminar offered.
3) Learners, with staff assistance, develop major educational objectives and course objectives.
4) Learners select adjunct professors consonant with their educational needs.
5) Learning process activities are carried out in both English and Spanish.
6) Learners participate directly in selecting the method and personnel involved in evaluations of their achievements.

UCLI currently focuses in the fields of early childhood education, agriculture, rural sociology, educational administration, physical education and art and is in the process of developing new programs of study to serve better the farmworkers communities.

3) UNIVERSITY OF CALIFORNIA EXTENSION, SAN DIEGO
La Jolla, CA 93093
Martin H. Chamberlain, Ass't. Chancellor, Darrell Icenogle, Director; Enrollment: 24

A University Without Walls/Tutorial Degree Program leading to the UECU degree was initiated January 1, 1976 following a one year planning period. The Tutorial Degree Proram provides the opportunity for mature adults to pursue an individually designed sequence of learning experiences leading to the baccalaureate degree.

4) FLAMING RAINBOW UNIVERSITY/UWW
706 E. Downing St., Tahlequah, OK 74464;
Dan Goehring, President; Enrollment: 131

Flaming Rainbow/UWW provides an alternative bechelor's degree program for the economically and educationally disadvantaged American Indian population of Northeastern Oklahoma. The staff is experienced in dealing with cultural pluralism, and concentrated efforts are made to accommodate the system to the learners rather than the learner to the system. Most learners are Cherokee Indians and are working toward degrees in a variety of fields including: anthropology, art, behavioral studies, business administration, Cherokee studies, early childhood and elementary education, and lifespace studies. Activities are designed by each learner in collaboration with a facilitator. A variety of options may be incorporated in project designs, such as experiential methods, readings and discussion, and classroom teaching techniques. Evaluation is based on a system of on-going staff observations. Final work, as well as academically recognized past learning, is recorded on a narrative transcript describing the nature of the project and level of competence attained.

5) HISPANIC INTERNATIONAL UNIVERSITY/UWW
4404 San Jacinto, Houston, TX 77004;
Ted Grossman, Director: Enrollment: 99

Hispanic International University was established in 1970 by concerned leaders of Houston's Chicano community who have provided a meaningful higher education alternative for the Chicano population of the Houston-Galveston metropolitan area. HIU received a charter from the State of Texas and has a Board of Directors comprised of individuals in the fields of education, law, business, government and social service.

6) INSTITUTE OF POLICY STUDIES
1901 Que St., NW, Washington, D.C. 20009
Marcus Raskin, Co-Director, Richard Barnet, Co-Director.

The Institute for Policy Studies partipates in the UECU doctoral program in affiliation with the Union Graduate School. This program is designed to benefit the individual learner and make a unique contribution to a society in crisis. It is designed for a special kind of learner who wishes to acquire the knowledge and understanding necessary to serve the people of our society. Learners come from other educational institutions or from various work situations, labor unions, or community organizations. All the staff, seminars, and resources of the Institute for Policy Studies are available to the learner. The Institute has been at the forefront of political and social analysis since its beginning in 1963. Its emphasis on individual scholarship and involvement has made it an internationally known center for research, education, and experimentation on critical social issues. Areas currently under investigation at the Institute include foreign policy, political economy, regional and urban political and economic problems, and issues of social, cultural, and economic transformation and reconstruction. Learners are exposed to a stimulating and rigorous environment with extraordinary opportunities for close and continuing contact between learner and advisor.

IV ASSOCIATES AWARDING HOST INSTITUTION DEGREES

A) Members of the Consortium:

1) UNIVERSITY OF ALABAMA, NEW COLLEGE
P.O. Box 6211, University AL 35486;
Bernard Sloan, Dean; Harriet Cabell, Director of External Degree Programs

The New College is an undergraduate division with programs leading to the Bachelor of Arts and Bachelor of Science degrees. Learners are given greater flexibility in using the diverse scholarship resources of the University to design individual undergraduate programs. A major part of the New College is an External Degree Proram for older adults.

2) ANTIOCH COLLEGE/WEST
3663 Sacramento St., San Francisco, CA 94118;
Oscar B. Goodman, Dean

Opened in September, 1971 as the College's first UWW Center, Antoich College/West (consisting of special learner groups in Hawaii, British Columbia, as well as the programslistedbelow) offerslearners a highly individualized educational program.The focus of Antioch College/West is on the problems of planning and improving the total human environment and learners have designed degree programs in a wide variety of areas,e.g., media,human ecology, healfh science, environmental design, community mental health, psychology, education, and women's studies. Through the use of internships, apprenticeships, projects, seminars with central staff and adjunct faculty, independent activities, access to the Antioch College/West programs, and other area institutions, learners create their own unique educational program. Antioch College/ West learners may work for either an individualized Antioch degree or a thematic Antioch degree. Learners from other Antioch College network campuses and centers may also use the program's resources. Learners may work for Antioch baccalaureate degrees, or master's degrees in Psychology, Urban Studies, Planning, Art and Media Technology, Health Services Administration and EcoSystems Management. Program locations are as follows:

Undergraduate Programs

a) AT-A-DISTANCE PROGRAM: Wendy Crooks, Program Director
67 Mullen Ave., San Francisco, CA 94110

b) BERKELEY-ENVIRONMENTAL STUDIES PROGRAM: Bill and Helga Olkowski, Program Directors; Integral-Urban House, 1516 Fifth St., Berkeley, CA

c) TRI-COUNTY PROGRAM: Dan Daniels and Mo-long Lim, Program Directors; 31 North Laurel, #1, Ventura, CA 93001

d) COLD MOUNTAIN INSTITUTE: Natalie Freeman, Program Director; Granville Island, Vancouver V6[illegible] 3M5;, B.C.

e) FARALLONES INSTITUTE: David Katz, Program Director
15920 Coleman Valley Rd., Occidental, CA 95465

f) HAWAII: Pat McNally, Program Director
P.O. Box 1179 Wahiawa Oahu, Hawaii

g) HEALTH SERVICES ADMINISTRATION PROGRAM: Steve Levinson, Program Director; 717 Market Street, San Francisco, CA 94103

h) LOS ANGELES PROGRAM: Al Erdynast, Program Director
1067 North Fairfax Ave., Los Angeles, CA 90046

i) MILL VALLEY PROGRAM: Francis Coelho, Program Director
340 Panoramic Hghwy., Mill Valley, CA 94941

j) MONTEREY PROGRAM: Linda Dunne, Program Director
444 Pearl Street, Monterey, CA

k) SAN FRANCISCO PROGRAM: Tom Parsons, Acting Program Director
1161 Mission Street, San Francisco, CA 94103

l) HEALTH WORKER PROGRAM: Tom Watson, Program Director
San Francisco General Hospital, Bldg. 80, Ward 86, San Francisco, CA

m) SEATTLE PROGRAM: Dean Elias, Program Director
1729 17th Avenue, Seattle, WA 98122

GRADUATE PROGRAMS

a) ARTS AND MEDIA TECHNOLOGY: Francis Coelho, Program Director
340 Panoramic Hghwy., Mill Valley, CA 94941

b) COLD MOUNTAIN INSTITUTE: Natalie Freeman, Program Director
Granville Island, Vancouver, V6H 3M5, Canada

c) ECOSYSTEMS MANAGEMENT/FARALLONES INSTITUTE: Bill and Helgo Okowski, Program Directors, Integral House, 1516 Fifth St., Berkeley, CA

d)
HEALTH SERVICES ADMINISTRATION: Steve Levinson, Director
717 Market Street, San Francisco, CA 94103

e) PSYCHOLOGY:

1) Los Angeles: Harvey Mindess, Program Director
1067 N. Fairfax Ave., Los Angeles, CA 90046

2) Monterey Prog: Stu Kiritz, Program Coordinator
444 Pearl St., Monterey, CA 93940

3) Primal Institute Program: John Landsverk, Program Director
620 N. Almont Dr., Los Angeles, CA 90069

4) San Francisco Program: Ben Rosenberg, Program, Director, Joan Avis, Program Coordinator, 1161 Mission St., San Francisco, CA 94103

5) Seattle Program: Mary Holscher, Program Coordinator
1729 17th Avenue, Seattle, WA 98122

g) URBAN STUDIES AND PLANNING:

1) Los Angeles Program: Charles Hoch, Program Coordinator
1067 N. Fairfax Ave., Los Angeles, CA 90046

2) San Francisco Program: Irwin Mussen, Program Director
1161 Mission St., San Francisco, CA 94103

3) Seattle Program: Bill Arnesen, Program Coordinator
1729 17th Avenue, Seattle, WA 94122

h) CERTIFICATE PROGRAM

1) CERTIFICATE PROGRAM IN WRITING: Larry Grobel, Program Director
1067 North Fairfax Avenue, Los Angeles, CA 90046

3) ANTIOCH/PHILADELPHIA,
David Frisby, Director
401 N. Broad St., Philadelphia, PA 19108

The Antoich commitment to combined work and study as key elements of a liberal education has been adapted to the special needs of working adults. The program for learners involved in social welfare, counseling, education and mental health care leads to a B.A. degree in the Human Services. Learners may apply for credit for past learning gained from job situations, colleges, training programs and informal learning experiences. Teacher certification in early childhood/elementary education has recently been approved by the Pennsylvania State Board of Education. The Master's program in Administration is intended to serve adults from a broad spectrum of backgrounds in the public and private sector, including those already employed in management who wish to upgrade and refine their competencies as well as individuals who wish to move into such positions.

4) COMMUNITY COLLEGE OF BALTIMORE
2901 Liberty Heights Avenue, Baltimore, MD 21215
Jerry Cohen, Assistant Dean, Division of Continuing Education

The Community College of Baltimore has been involved with the UWW program through its cooperative relationship with the Urban Regional Learning Center in Baltimore. Some learners are jointly registered at CCB and URLC. The faculty and staff

of both institutions participate in the certification and degree-awarding processes through a coordinating committee. The Associate of Arts degree is awarded by the Community College of Baltimore.

Since 1947 the Community College of Baltimore has served as a two-year co-educational public junior college, offering day, evening and summer programs.

5) CANADIAN SCHOOL OF MANAGEMENT/NORTHLAND OPEN UNIVERSITY
S-425-7 OISE Bldg., 252 Bloor St. West, Toronto, Ontario M5S 1V5, CANADA and
P.O. Box 939, 5108 Franklin Ave., Yellowknife, Northwest Territories, CANADA
(respectively); George Korey, President

A non-profit, educational institution, the only alternative higher education program in Canada, offering a mix of credit for prior life learning, seminars, tutorials, formal classes, supervised internship, independent study and senior thesis development. It relies on administrative and academic resources of the Ryerson Polytechnical Institute in Toronto. Planned programs will be in areas of hospital administration, real estate, personnel administration and industrial relations.

6) UWW/CHICAGO STATE UNIVERSITY
Ninety-Fifth and King Drive, Chicago Il. 60628
Lorenzo Paredes, Director

Chicago State University is a multi-ethnic, commuter institution on the city's far south side. In recent years, the University has become increasingly oriented to problems of the urban environment and the needs of older learners. The Chicago State University Without Walls program supports the institution's orientation by providing flexible, individualized curricula. Learners, with the assistance of the learning coodinators, design and conclude semester learning contracts. Academic advisors may be faculty from Chicago State University or from some other University in the area. Adjunct faculty advisors are practitioners in the learners' fields of interest. Past academic and other relevant experience of the learner is assessed at the end of the first semester, and served as the basis for estimating the number of semester learning contracts to be completed before graduation. Transcripts specify competencies, significant learning experiences, future plans, and include comments from major advisors. Other evaluative date is prepared by the learner and the coordinator.

7) UWW/FLORIDA INTERNATIONAL UNIVERSITY,
MIAMI DADE COMMUNITY COLLEGE
FIU: Tamiami Trail, Miami, FL 33144; Milton Byrd, Provost
MDCC Life Lab: 300 N.E. 2nd Ave., Miami, FL 33132; McGregor Smith, Director,

The MDCC/FIU University Without Walls Unit is a joint program with the Miami-Dade Community College system and Florida International University. Miami-Dade's Life Lab program leads to the Associate of Arts Degree through development of learning contracts. FIU is an upperdivision university (junior, senior and graduate levels) where a learner may continue a non-traditional educational format, as well as utilize traditional instruction, petition and receive academic credit for applicable life-work learning. An External Degree Proram is also available.

8) UWW/FRIENDS WORLD COLLEGE
Plover Lane, Lloyd Harbor, Huntington, NY 11743
George H. Watson, Moderator

Friends World College is wholly experiential, and also centrally engaged in world education. Learners are expected to spend two years outside their home culture—one year in each of two other world cultural areas. Study centers, staffed by full-time faculty, mostly indigenous, are located in Europe, Africa, South Asia, East Asia, Latin America and North America. Learners are first oriented to the culture of the area, including intensive language study; then they engage in independent study projects, with local field advisors. Study topics are limited only by interest and availability; most are in the social sciences, humanities and fine arts. There is a strong emphasis on problem-solving, social change, and development of world consciousness. For this holistic experience, the project proposal is less formal and more open-ended than a contract. Each learner keeps a journal of daily experiences, social observations, syste-

matic analysis, poetry, learning and art work. Evaluation is undertaken jointly by the learner and faculty advisor; the narrative evaluation is the transcript entry. Each senior has a final oral examination by an external examiner. Prior learning experience credit is based on a journal-type portfolio.

9) GODDARD COLLEGE
Plainfield, VT 05667
John Hall, President

Goddard College has a variety of undergraduate and graduate programs incorporating University Without Walls concepts: a mix of resident and nonresident study; internships and apprenticeships, and other experiences not usually considered academic, as an essential part of an educational program; the provision of educational opportunities for persons of many backgrounds and of all ages above 16; admission based on an applicant's apparent readiness to use constructively program resources; and progress based on growth and accomplishment rather than on grades.

At the undergraduate level, the Resident Undergraduate Program, planned for learners of usual college age, supplements resident study with opportunities for nonresident internship, apprenticeship, and independent study terms; the Adult Degree Programs, for persons over 22, alternates two week intensive resident terms with six-month independent study projects supervised by correspondence; the Further Education Program combines independent study with week-end workshops, for working adults living near the Plainfield, Vermont and Washington, D.C. centers; and summer-based programs in Social Ecology, Community Media, and Outdoor Education make use of twelve-week summer workshop followed by eight-month apprenticeship.

At the graduate level, study for the Master of Arts degree may be carried on through self-initiated studies, supervised by outposted core faculty throughout the country, and done with the assistance of individually appointed tutor-counselors, through group study-and-action projects at the Goddard-Cambridge-Graduate Program in Social Change, open to adults in the Greater Boston region; and through specialized prorams involving regular group meetings, in a number of fields. Summer-based study, including attendance at two twelve-week resident workshops and supervised internship during the intervening fall, winter, and spring, is offered in Art Therapy, the Diagnosis and Treatment of Learning Disabilities, and Social Ecology. The college offers the Master of Arts degree for work in creative writing and literature, in an adult degree program format, e.g., two-week resident workshops every six months, with independent study between residencies, supervised by a faculty of professional writers.

Goddard is by intention experimental, and new programs adapting the UWW concepts to different populations or to meet other needs are constantly under discussion.

10) EDWIN GOULD OUTDOOR EDUCATION CENTERS
Brewster, NY, 10509
Samuel B. Ross, President

A non-profit corporation offering educational and residential services for children and adults, including: Green Chimneys Farm Center, a working farm and residential facility for 150 low-income, minority children from the New York City area; Hillside Outdoor Education Center, short-term outdoor education for children and adults with residential facilities for conferences and retreats; Lakeside Outdoor Education Center, a nature center for community groups and state-sponsored free school for teenagers.

11) GOVERNORS STATE UNIVERSITY
Park Forest South, IL 60466
Robert Press, Director

Characterized by an individualized experiential approach, this program combines a competency-based liberal arts core with a major area of specialization. Personal degree plans are developed and maintained through a unique learning system that includes admissions and advising teams, graduation and advisory boards. No courses are offered. Instead, access to multi-learning opportunities are provided, facilitating learning wherever, however it takes place. This is accomplished through intensive persona-

lized advising, resource identification, assessment of prior and current learning, evaluation and record-keeping. The UWW program provides an alternative means for attaining a BA degree.

12) UWW AT NEW COLLEGE/HOFSTRA UNIVERSITY
Hempstead, NY 11550
David Christman, Coordinator

Hofstra University is a private non-sectarian institution of higher education located in Hempstead, N.Y., the center of Nassau County, 25 miles east of N.Y. city. Founded in 1935, Hofstra new enrolls almost 11,000 learners in undergraduate and graduate programs offered by the university's five, semi-autonomous schools, colleges. The College of Liberal Arts and Sciences; New College, the School of Education; the School of Law; and the School of Business. New College of Hofstra University was founded in 1959 as an innovative liberal arts college, emphasizing interdisciplinary curricula and individualized study modes for learners otherwise not attracted to Hofstra University. Fulltime, day learners at New College work in interdisciplinary, individualized programs in social sciences, the natural sciences and the humanities; these studies are frequently complimented by off-campus education projects, a certification program in elementary education and minors in community or business services.The recently instituted Master of arts proram in interdisciplinary studies at New College is similarly characterized by individualized curricula and independent study.

The University Without Walls unit at New College was begun in 1974 to serve able adults whose responsibilities, educational goals or preferred learning styles preclude enrollment in a conventional undergraduate program. It offers a B.A. degree within the liberal arts and its competence-based modes includes individual studies through learning contracts; the assessment of both the more traditional faculty-offered courses and seminars. Graduation requirements are 15: five in studies in breadth; 5 in elective studies; and 5 in depth studies, one of which is a final product. Collegia such as Saturday seminars and residence periods, are regularly scheduled to provide common intellectual and social experiences for UWW learners and faculty.

13) UWW/LORETTO HEIGHTS COLLEGE
3001 S. Federal Blvd., Denver, CO 80236
Elinor Greenberg, Director

UWW at Loretto Heights College began in 1971 and now includes 100-150 actively enrolled learners at any one time, and 28 full and part-time staff persons. More than 265 persons have graduated with B.A. degrees from Loretto Heights College in a variety of areas of concentration. About 20 UWW graduates have now achieved Colorado teaching certification. Many graduates are attending graduate schools; others are employed in a variety of fields. The UWW program at LHC is one of seven academic programs of the college and uses more than 200 Resource Persons both on and off the campus each semester, in individually designed learning/degree programs. Content areas have included: The Arts, Business and Organization, Communications, The Community, Counseling, Education, Law, Personal Growth, Religion and Philosophy, Women and Minorities, Earth-Related Sciences, History, Culture, Research and Statistics. Methods of learning include independent readings; research and study; independent field projects; seminars-in-the-field; educational planning; and regular college courses. Special Projects have included: Teacher Corps/Corrections/Youth Advocacy; Navaho/Mental Health; Competency-Based Teacher Education; Title I/Senior Citizens, Communications, Training; Students-at-a-Distance Project, a Bi-Centennial Minority Scholars Project, Spec. Services Planning for Disadvantaged students and Project Transition for adults thinking about returning to college. The B.A. Degree is awarded after the completion of 128 semester credits, demonstrated depth, breadth, communication skills, personal growth, planning skills, self-directed learning skills, and service to others.

14) MARTIN CENTER
3561 North College Avenue, Indianapolis, IN 46205
Fr. Boniface Hardin, Director

A non-profit institution founded in 1964 to decrease sexism and racism. Its programs include: ETHNOTHERAPY—individual and group psychotherapy with focus on sexual and racial discriminatory feelings and attitudes; AFFIRMATIVE ACTION PROGRAM, which provides consultant services to industrial employees, supervisors and management in creating and evaluation of corporate affirmative action programs; INSTITUTE OF AFRO-AMERICAN STUDIES, which develops exhibits, lectures, seminars, training programs in Black Studies; HUMAN RELATIONS CONSORTIUM—an organization of community-based resources and programs to reduce tensions and fears, associated with implementation of local public school desegregation plan; INDIANAPOLIS SICKLE CELL CENTER, which provides education, testing, counseling, medical and social services to persons with Sickle Cell disorders; Martin Center also produces video tapes, television series, radio series, quarterly journal.

15) UWW/UNIVERSITY OF MASSACHUSETTS
Wysocki House, Amherst MA 01002
Edward J. Harris, Director

The UWW/University of Massachusetts unit is a program of the University of Massachusetts/Amherst leading to a baccalaureate degree. In addition to classroom courses UWW/Mass Amherst learners earn credit through independent studies, practica, and through the process of petitioning for credit for prior nonformal learning experience. All learners have a U Mass/Amherst Faculty Sponsor and have full access to the resources of the University. The program is designed to serve persons who do not presently have access to and/or are unable to utilize the resources of the University of Massachusetts. UWW/U Mass learners reside primarily throughout the Commonwealth of Massachusetts.

16 MERCYHURST COLLEGE
501 East 38th Street, Erie, PA 16501
Kathy Skerlong, Director of Adult Ed. and Special Programs

A four-year, coeducational, residential, undergraduate college founded by the Sisters of Mercy in 1926, with a current enrollment of approximately 1500. The college is divided into divisions and departments which offer an integration of liberal arts and professional studies. It offers a unique, multitiered pre-school through college program, and extensive special program offerings, including a weekend college, independent study for working adults, College of Older Americans, and an external degree in law-enforcement.

17) UWW/NORTHEASTERN ILLINOIS UNIVERSITY
5500 North St. Louis Ave., Chicago, Il. 60625
Ulestine Watson, Acting Coordinator

Northeastern Illinois University (UNI), located in Chicago's northwest side, is a public, commuter institution with about 10,000 learners. Northeastern's University Without Walls (UWW) program began in 1971 and it remains the only competency-based program at the University. Leading to a Bachelor's degree from Northeastern, a UWW/UNI learner works with a full-time faculty advisor and an adjunct (community) advisor to develop an individualized curriculum utilizing available on and off-campus resources. Learners often incorporate formal coursework into their programs, although courses are not required. The competency-based UWW/UNI program requires motivation, self-direction, and clearly defined academic goals of each student. Detailed documentation of learning is developed during each term and graduation is determined by a seven person Review Board.

18) OHIO INSTITUTE OF PRACTICAL POLITICS
566 Torrence Lane, Cincinnati, OH 45208
Bailey Turner, Dean

Organized in 1973 as a non-profit corporation, the Institute is committed to leadership training in the practical political process. It provides seminars, lectures, courses, research, internships for dissemination of political information and research data. The Institute's political leadership programs are designed to facilitate feelings of self-worth in community workers, precinct and ward leaders, socially concerned citizens.

19) UWW/SHAW UNIVERSITY
Raleigh, NC 27602
Abdul Elkordy, Director

Since 1971, Shaw's UWW model of alternative instruction and delivery of learning serves learners currently pursuing the Bachelor's degree in the following areas: liberal studies; business management and economics; behavioral science; urban politics; public administration; education; urban planning and religion and philosophy.

The Program is embarking on an intensive undertaking of curriculum reforms and programmatic changes for the purpse of further refining this alternative process of learning and determining its programmatic as well as geographic scope of operation. This includes development of competency-based curricula; development of a new UWW model of "learning by affiliation"; repackaging of instructional materials to facilitate "learning at-a-distance"; development of additional evaluative techniques and criteria for the assessment of off-campus learning; development of additional evaluative instruments for the learner and the process; and further refining the process of quality control in this alternative mode in higher education.

20) SOCIAL POLICY
CASE, Graduate Center—CUNY, 33 W. 42nd St., New York, NY 10036
Alan Gartner, President

A non-profit corporation engaging in a variety of educational and media activities designed to facilitate understanding of contemporary and social policy issues. It is committed to the development of social justice and a society free of racism, sexism and social inequality. It publishes *Social Policy* magazine and boods in the social policy area, offers courses at the new School of Social Research, College of New Rochelle, conducts conferences, maintains ongoing seminars and serves as a public forum for discussion and publication of contemporary issues.

21) UWW-UNIVERSITY OF WISCONSIN-GREEN BAY
Green Bay, WI 54302
Bonni Yordi, Director

UWW/UWGB is committed to working toward noncompetitive systems, nonhierarchical learning situations, learning for active participation in social change, and remaining human in the twentieth century. Integration of life, values, work, learning, the rational, and the nonrational are important to us. UWW also strongly supports the UWGB commitment to interdisciplinary education. All UWW/UWGB degrees must be interdisciplinary and each UWW learner designs a program relating several disciplines around a problem in the cultural, social, or physical environment.

UWW learners receive a UWGB degree and their degree plans must meet UWGB degree requirements. The only degrees that can be awarded are in areas that are adequately covered by the University's resources. Since the UWW resources base is the UWGB campus, UWW learners have access to those resources. Although learners are located within a radius of several hundred miles, we only admit people who can come to UWGB periodically.

Admission into UWW/UWGB is a mutual decision made by the learner and the UWW staff. Once an application has been completed, a learner attends a three-day admission workshop at UWGB. The workshop culminates in a personal interview between learner and staff where the admission decision is made. Criteria for admission include: need for individualized program of study; good basic communication skills; participation in admissions workshop; and our ability to provide resources and faculty to meet the learner's educational objectives.

UWW/UWGB is an alternative degree proram within the University. It is for the self-directed learners who desire both an individualized and an interdisciplinary program of study, who can function in situations with minimal structure and create structures that meet personal needs, and who want to assume responsibility for their education.

22) WORLD UNIVERSITY
Barbosa Esq. Guayama, Hato Rey, San Juan, Puerto Rico, 00917
Robert Webber, Spec. Ass't. to Pres. for Ed. Development

Opened in 1965, World University strives to advance knowledge, understanding, and cultural exchange among people and nations of the world by providing education with an international perspective. Today more than 3500 learners attend either the Hato Rey institute or one of the regional centers at Baymon or Ponce, Puerto Rico, or Miami, Florida. In keeping with the University's belief that education should serve a wide spectrum of learners, special programs, have been designed for learners who wish to capitalize on prior learning; for adult learners with special needs; and non-matriculants who want to learn but do not wish to pursue a degree.

At World University, staff and learners engage in a partnership of learning, teaching, managing, and serving not duplicated elsewhere. Every employee and all learners learn, teach, manage or administer and engage in public service. Among faculty, no differences in rank are recognized, no titles are assigned, and no tenure is granted. Every staff member is highly respected, not for rank and privilege, but for what he or she offers to the learning community. One of the most successful innovations is World University's "open court", designed to courteract the inhibiting effect of isolated faculty and administrative offices and rigid office hours. Classrooms are grouped around central open spaces where staff share desks and telephones.

The University is committed to carefully planned, flexible learning of a kind that nurtures both mind and spirit. The University responds to the learner to enable the learner to respond to the world.

B) Former Members of the Consortium:

1) BARD COLLEGE INDEPENDENT STUDIES PROGRAM
Annandale-on-Hudson, NY 12504
Bernard Tieger, Director

2) UWW/FRANCONIA COLLEGE
Franconia, NH 03580
Susan W. Russell, Director

Franconia College's University Without Walls program serves local area adults 26+ with two years of previous college credit or its equivalent who would like to earn a B.A. degree, but are unable to attend a residential program because of job or family responsibilities. Learners design their individual academic programs with regular faculty serving as academic advisors. Programs may incorporate a wide variety of learning experiences including course work, tutorials, independent study and field work experiences.

3) UWW/JOHNSTON COLLEGE/UNIVERSITY OF REDLANDS
Redlands, CA 92373
E.K. Williams, Director, Doris Stockman, Associate Director

This UWW unit is a program within Johnston College (the liberal arts cluster college of the University of Redlands), and serves Southern Californians age 23 and over. A two-stage matriculation process involves: 1) an on-campus assessment of background, goals and academic needs, developed by the learner in conjunction with a Johnston faculty advisor; 2) completion of the individual plan of study leading to the B.A. degree via classes, tutorials, independent study, research, etc. on this campus, or elsewhere with the approval and/or sponsorship of Johnston faculty. Current learners and 23 graduates have developed graduation contracts primarily in areas of service: humanistic and transpersonal psychology, education, social sciences, business administration.

4) UWW/UNIVERSITY OF MINNESOTA
331 Nolte Center, Minneapolis, MN 55455
Catherine Marineau, Director

5) UWW/UNIVERSITY OF THE PACIFIC
Stockton, CA 95211
Michael L. Davis, Ass't. to the Academic Vice President

6) UWW/SKIDMORE COLLEGE
Saratoga Springs, NY 12866
Donald McCormack, Director

C) Non-members of the Consortium:

1) HOWARD UNIVERSITY/UWW
Washington, D.C. 20001
Anita Hackney, Director

V INTERVERSITAS—a world association of experimenters in post-secondary education at Northeastern Illinois University, 5500 N. St. Louis Ave., Chicago, Il., 60625; Reynold Feldman, Director of Program Development

Based on the response of over 700 persons in 52 countries, INTERVERSITAS is a world association for persons in experimental learning programs at the post-secondary level. It provides a network and linkage for individual experimenters, often isolated, to a worldwide record of persons and projects. To help experimenters working for significant change, INTERVERSITAS: 1) promotes exchange of information; 2) facilitates contact among individuals; 3) maintains a worldwide information bank; and, 4) gives experimenters the sense of belonging to a worldwide movement officially recognized through this association.

NOTE: All enrollments reported are as of June, 1977, except where more recent date is available.

APPENDIX C

Union Graduate School Core Faculty

The full and part-time faculty of the Union Graduate School reflect diverse characteristics. Many are members of minority groups, both sexes are strongly represented, with a wide age range and varied socioeconomic backgrounds. They earned their doctorates from an equally diverse set of institutions, in many different fields. Some faculty have already distinguished themselves in their field, and others are presently doing so.

Some faculty members resemble their colleagues in more usual doctoral institutions, while others have chosen to engage in their scholarship in settings different from colleges or universities. The combination of experiential learning and academic scholarship permits the UGS faculty member to approach the task of doctoral advising from a perspective which understands and fully appreciates a learner's accomplishments to date.

A common thread among most of the faculty is their persistent efforts toward positive social change. Their past accomplishments and present activities are central to their role as a faculty member. The following selected statements illustrate these qualities represented by the current UGS faculty:

RITA ARDITTI: Ph.D. in Biological Sciences from Rome University (1961), with post-doctoral experience at Brandeis (1966). Prior faculty experience at Harvard Medical School and Boston University. She engaged in research and teaching at the Institute de Biologie Moleculaire, Geneva, Switzerland and the International Laboratory of Genetics and Biophysics, Naples, Italy. A founder of *Science for the People* magazine, she is especially interested in women and science. She joined UGS in 1973 as a part-time faculty member. Now full-time faculty, she lives in Cambridge, Mass.

JOSE ARGUELLES: Ph.D. from the University of Chicago in the History of Art (1968). Prior faculty experience with Princeton University, University of California, Davis, The Evergreen State College, San Francisco State University, and the Naropa Institute. An author, artist and Buddhist meditation instructor, his interests are in the area of psychophysical aesthetics, or the harmonization of mind, body and environment. He began as a part-time faculty member in 1976, became full time in 1977, and resides in Boulder, Colorado.

ROBERT ATKINS: Ph.D. in Philosophy from the University of California, Berkeley (1974). Currently a full-time law student at the University of California, Berkeley, he taught at Antioch College, was Director of the Institute for the Study of Social Problems. He is particularly interested in the Philosophy of Marxism, and law school is a means of mixing his political and professional interests. He joined UGS in 1976 and lives in Berkeley.

SAMUEL BASKIN: Ph.D. from New York University in Guidance and Personnel Administration. Prior faculty experince with Stevens College, New York University, and Antioch College. He served as UECU's first President, is a John Dewey lecturer, and led the development of the University Without Walls concept. He is full time since 1977 and lives in Miami.

WILLIAM F. BENJAMIN: Ph.D. in Education from George Peabody College for Teachers (1961). Prior faculty experience with Syracuse University and the University of South Florida, where he serves as a Professor of Education. His interests are in teacher training. He is a UGS part-time faculty member and lives in Tampa, Florida.

CHARLES E. BROWN: Ed.D. in School Administration from Harvard University (1957). Prior to his affiliation with UGS as a part-time faculty member he was Superintendent of Schools in Newton, Massachusetts, and a program officer with the Ford Foundation, attempting to improve the way in which prospective school admin' trators were identified and educated. He was employed as a lecturer in the Graduate School of Education at Harvard University and has published on educating the educators. In addition to his position with UGS, he is a senior staff member with the Education Development Center and is involved with attempts to develop in-service training progrms for principals and other school administrators in the Greater Boston area. He lives in Newtonville, Mass.

IVA WELLS CARRUTHERS: Ph.D. in Sociology from Northwestern University (1971). Prior to joining the UGS faculty as a part-time member in 1974, she had faculty experience at the University of Illinois, Kendall College and Northwestern University. She was a research fellow with the Adlai Stevenson Institute of International Affairs. Her current research interests include race, education and social policy. In addition to her position with UGS, she is an Associate Professor Of Sociology at Northeastern Illinois Univerity. She lives in Chicago, Illinois.

CLEVELAND A. CHANDLER: Ph.D. in Economics from the University of Maryland (1969). Prior faculty experience with Morgan, Coppin and Towson State Colleges and Howard University, where he is presently a Professor and Chairman of the Economics Department. His interests are in hiring and promotion criteria. He has served with UGS as a part-time faculty member since 1975 and lives in Baltimore.

ISOBEL CONTENTO: Ph.D. in Immunology from the University of California, Berkeley, in 1969. Prior to joining UGS as a part-time faculty member in 1976, she taught at Johnston College, the University of Redlands, Merritt College and Holy Names College, all in California. She has been active in alternative higher education especially those areas related to health, science and women's issues. She is currently serving as faculty member in the nutrition program at Teachers College, Columbia University, living in New York City.

JONATHAN M. DAUBE: Ed.D. in Administration from Harvard University (1968). Prior faculty experience with University of Malawi and University of East Africa. He served on the Governors' Commission on the Open University (Massachusetts) and the New York Research Project on Competency-Based Higher Education. He joined UGS full time in 1975 and resides in Yellow Springs, Ohio.

BEN DAVIS: Ph.D. in Higher Education from the University of Chicago (1965). Prior to joining UGS full-time in 1975, he served with the University of Wisconsin-Milwaukee, University of Toledo, and the Commission on Institutions of Higher Education of the North Central Association. He has been involved wth alternative higher education as a faculty member, administrator and evaluator, and lives in San Francisco, California.

TRAN VAN DIHN: Ph.D. from Hanoi University in International Relations (1960). Prior to joining the UGS faculty part-time in 1977, he taught at the State University of New York at Old Westbury, Hampshire College (Mass.), Dag Hammarskjoid College (Columbia, MD) and at Temple Uniersity, where he is presently a member of the Committee on Asian Studies. He has a distinguished diplomatic and military career, has lectured widely and serves on the National Advisory Council of the Institute of Black World. He resides in Philadelphia.

JAMES P. DIXON: M.D. from Harvard University (1943) and M.S. from Columbia University (1947). Prior to joining the UGS faculty as a part-time member in 1977, he served as Directory of Denver General Hospital, Commissioner of Health in Philadelphia, surgeon with the U.S. Public Health Service at National Institutes of Health, and President of Antioch College. He serves on numerous local, state and national boards and commissions and is chairperson of the Board of Trustees of the UECU. In addition to his position with UGS, he is a visiting professor in Health Administration at the University of North Carolina. He lives in Chapel Hill, North Carolina.

PETER ECKMAN: Ph.D. in Physiology and M.D. from New York University (1972). Prior to joining UGS as a part-time faculty member in 1976, he taught at Stanford University and has served as a staff physician at various hospitals and clinics. He is a graduate of the College of Chinese Acupuncture (Oxford, England), and engages in private practice and research in this field. He is on the Board of the Healix Center, a holistic education institute, and resides in Palo Alto, California.

WILLIAM ENGBRETSON: Ph.D.in Counseling and Guidance from Northwestern University (1955). Prior faculty experience with Roosevelt University, Western Michigan University, University of Florida, Kansas State Teachers College, Indiana State University, University of Denver, Temple University and Governor's State University (Illinois) where he was university professor and president. His scholarly interests and publications are in the field of higher education and he has been active in the alternative education movement. He has been a part-time UGS faculty member since 1977, is a member of the UECU Board of Trustees, and lives in Chicago.

ROY FAIRFIELD: Ph.D. from Harvard University in History of American Civilization. Prior faculty positions with Bates College, Hofstra University, Ohio University, Windham College (UT), and Antioch-Putney Graduate School. He also served as a Fulbright Scholar with Athens College in Greece. An editor of the *Humanist* magazine. His extinsive publications include his most recent book, *Person-Centered Graduate Education*. As a founder of UGS, he joined the faculty full time in 1970, served as the School's first Director from 1970 to 1974, and lives in Yellow Springs, Ohio.

NICK AARON FORD: Ph.D. from the University of Iowa in English (1945). Prior faculty experience with Langston University, Morgan State College, and the University of Massachusetts. The author or co-author of nine books and over seventy articles on the history, culture and problems of Afro-Americans, he joined UGS in 1974 on a full time basis and lives in Baltimore.

DORIS PLATZER FRIEDENSOHN: Ph.D. in American Studies from Yale University (1966). Prior to joining the UGS faculty as a part-time member in 1976, she held a Woodrow Wilson Fellowship and taugnt at University of Vermont, Brooklyn College, Queens College, Richmond College, Kirkland College and Jersey City State College. At Jersey City State College she was Dean of Interdisciplinary Studies and was responsible for helping the faculty develop innovative educational programs. She has published extensively and acted as a consultant to numerous institutions of higher education on issues surrounding interdisciplinary studies. Her current interests involve assessing innovative higher education in the 1960's and 70's. In addition to her position with UGS, she is a professor of Women's Studies and American Studies at Jersey City State College. She lives in Leonia, New Jersey.

GENEVA GAY: Ph.D. in Curriculum and Instruction from the University of Texas. Prior to joining UGS as a part-time faculty member in 1977, she was a professor of Education and Afro-American Studies at the University of Texas at Austin and was Acting Chairperson of Afro-American Studies. Her research and publications are in the area of multi-ethnicity and cultural pluralism. In addition to her UGS affiliation, she is Associate Director of the Association for Supervision and Curriculum Development and resides in Washington, D.C.

REGINA GOFF: Ph.D. from Columbia University in Education (1948). Prior faculty experience with Lincoln University (MO), Florida A & M College, Morgan State University, and the University of Maryland. She has been active in public life as an Assistant Commissioner of the U.S. Office of Education. She served UGS on a part-time basis, became full time in 1977, and resides in Washington, D.C.

JESUS J. GONZALES: Ph.D. in Higher Education from the University of Southern California (1974). Presently serving as a Dean at Oxnard College, he has prior experience with Johnston College, University of Redlands, Santa Barbara City College, San Bernardino Valley College. His current interests are student personnel, community services and program development. he lives in Carpinteria, California.

COLIN GREER: Ph.D. in History from the Union Graduate School (1973). Prior faculty experience with Brooklyn College, Staten Island Community College and Hunter College (all CUNY). He was a Research Associate with the Center for Urban Education (NYC), served as an Associate Editor of *Change* magazine, and is Executive Editor of *Social Policy* magazine (NYC). He joined UGS as a part-time core faculty member and became full time in 1977. He lives in Manhattan.

JEAN THOMAS GRIFFIN: Ed.D in Educational Psychology from Temple University (1973). Prior to joining UGS as a part-time faculty member in 1976, she taught at the University of New Haven, South Central Community College, Goddard College and Yale University, where she was both an Assistant Professor of Psychology and Director of the Drug Dependence Institute. She completed post-doctoral work as a clinical intern at Yale University. She has been a facilitator/trainer at Queen's College, University of Delaware and Chestnut Hill Academy and has lectured on the uses of group relation methods in the Black community and on many aspects of drug abuse. In addition to her position with UGS, she is clinical director of a drug program at Boston University. She lives in Mattapan, Massachusetts.

VINCENT HARDING: Ph.D. from the University of Chicago (1965) in History. Prior faculty experience with University of Pennsylvania, Temple University, and Spelman College. He has engaged extensively in Afro-American Studies and served as Director of the Martin Luther King, Jr., Memorial Center as as Dirctor of the Institute of the Black World. Most recently he

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has served as a Fellow at the Moton Center for Independent Studies, Philadelphia. He joined UGS as full-time core professor in 1977 and lives in Philadelphia.

WILLIAM HARLESS: Ph.D. in Psychology from the University of Oklahoma (1968). Presently at the Pacific Medical Center in San Francisco, he has developed a recertification program for practicing internists in the U.S. with support from the American Board of Internal Medicine and is creating a Center for Advancing Humanistic Health Care at the Medical Center. While with the University of Illinois Medical Center in Chicago, he developed a computerized simulation of a clinical encounter, and he has conducted workshops for the World Health Organization in Sydney, Australia. He joined UGS on a part-time basis in 1977 and lives in San Francisco.

SYLVIA IONE BELTON HILL: Ph.D. in Curriculum and Instruction form the University of Oregon (1971). She has taught at Carlston College, Macalester College, Washington Technical Institute and Michigan State University. Her interests are in schooling and the political behavior of Black children. She serves UGS on a part-time basis and lives in the District of Columbia.

MARCIA V. HOLLY: Ph.D. in British Literature from Washington State University, Pullman (1969). Prior to joining UGS in 1976 as a part-time faculty member she had faculty experience at Quinnipiac College and the University of Miami. She was Co-Director of Women's Studies at Quinnipiac College and has written widely on women and literature. In addition to her position with UGS, she is self-employed as a freelance writer. Her current writing interests include the Feminist Credit Union Movement, Gay American history and the National Women's Studies Movement, and she is involved in the organization of Belladonna Publishing Company, a feminist press. She live in New Haven, Connecticut.

ROBERT HOPPOCK: Ph.D. in Educational Research from Columbia University (1935). Prior to joining the UGS faculty in 1973, he was, for many years, a Professor of Education at New York University. He is the past president of the National Vocational Guidance Association and has written several books in the areas of vocational guidance and job satisfaction. His current research interests are in the fields of vocational satisfaction and career development. He resides in Manhasset, New York.

DONALD CHARLES KLEIN: Ph.D. in Clinical Psychology from the University of California, Berkeley (1962). Prior to joining the UGS faculty part-time he served as Program Manager for WTL Institute for Applied Behavioral Science in Arlington, Virginia. He taught at Boston University and served as Director of both the University's Human Relations Center and doctoral program in Community Psychology. Prior faculty experience includes appointments at the University of Maryland, Antioch College, John Hopkins University Medical School, the Department of Psychiatry at Massachusetts General Hospital, and Harvard University Medical School. He served as President of the Division of Community Psychology in the American Psychological Assoication and has written several books on community dynamics and mental health. His current research interests involve the psychology of planned communities. In addition to his work with UGS, he is a consultant in Applied Behavioral Science and an Applied Behavioral Scientist for a Title I Project, and a Faculty Mentor with the John Hopkins University Evening College. He lives in Baltimore, Maryland.

HANNAH ALEXANDER LEVIN: Ph.D. in Psychology, Rutgers University (1964). Prior faculty experience with Richmond College (CUNY), Livingston College, Law School and psychology department at Rutgers, and the Albert Einstein College of Medicine. She is active in the American Psychological Association, and serves as the Chairperson of its Board of Social and Ethical Responsibility. Her current interdisciplinary interests are in Community Psychology, Law and the Social Sciences, and the role of work in human development. She joined the Graduate School in 1977 as a full-time core professor and lives in New Jersey.

RICHARD LICHTMAN: Ph.D. in Philosophy from Yale University (1957). Prior faculty experience with Sonoma State College, Wright Institute (Berkeley), California School of Professional Psychology, University of California, Berkeley, San Francisco State University, University of California, Santa Barbara, and the University of Kansas City. He served on the staff of the Center for the Study of Democratic Insitutions. His scholarly interests are in the area of the politics of therapy and he was trained as a radical therapist with the Berkeley Therapy Institute. He is currently working on synthesizing the insights of Freud and Marx. In

addition to his part-time faculty role with UGS since 1976, he is a faculty member of the Wright Institute and works with a Marxist cultural institute at Epic West in Berkeley, where he resides.

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